DOCUMENT RESUME

ED 218 525 CE 033 220

AUTHOR	Tindall, Lloyd W.
TITLE	Vocational Education Models for Linking Agencies Serving the Handicapped. Technical Assistance Report.
INSTITUTION	Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Sep 81
CONTRACT	300-79-0671
NOTE	166p.; For related documents see CE 033 221, ED 215 089-090, and ED 215 097.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Career Education; Delivery Systems; Demonstration Programs; *Disabilities; Financial Support; Instructional Materials; Learning Modules; *Linking Agents; Material Development; *Models; *Program Development; Program Evaluation; Resources; School Districts; Services; Special Education; State Agencies; Statewide Planning; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS	Maryland; New Jersey; Virginia

ABSTRACT

This report describes the technical assistance provided to the states of New Jersey, Maryland, and Virginia during a project on vocational education models for linking agencies serving the handicapped. Described first are the nature and scope of the project. Covered in a summary of technical assistance provided to New Jersey are the New Jersey Vocational Education Model for Linking Agencies Serving the Handicapped, pilot counties, the New Jersey Interagency Linkage Project time line, and assessment of New Jersey implementation activities. Next, various aspects of the Virginia project are discussed, including models for linking agencies serving the handicapped in Virginia, four county/city pilot models, and Virginia's current condition of interagency linkages to improve the vocational education of handicapped persons. In a section on assistance to Maryland, the Maryland vocational education models for linking agencies serving the handicapped are outlined along with the development of a resource manual concerning cooperative planning for the handicapped. Provided in an overview of the resource manual is information on legal mandates, cooperative agreements, relating state and local services, funding, service delivery at the local level, career and vocational program delivery, and monitoring and evaluation. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218525

Technical Assistance Report

Contract Number 300790671
Project Number 498MH90016

Lloyd W. Tindall, Ph.D.
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

Vocational Education Models for Linking Agencies Serving the Handicapped

September, 1981

U.S. Department of Education
Office of Adult and Vocational Education

CE033220

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TABLE OF CONTENTS

Page

Introduction. 1

  Model State Workshop 1

Model Development 2

Assistance to New Jersey. 2

  New Jersey Vocational Education Model for Linking Agencies Serving the Handicapped 3

  Pilot Counties 5

  New Jersey Interagency Linkage Project Time Line 6

  Assessment of New Jersey Implementation Activities 7

Assistance to Virginia. 10

  Models for Linking Agencies Serving the Handicapped in Virginia. 11

  Four County/City Pilot Models. 13

  Virginia's Current Condition of Interagency Linkages to Improve the Vocational Education of Handicapped Persons 14

Assistance to Maryland. 16

  Development of the Cooperative Planning for the Handicapped: Resource Manual 17

  Maryland Vocational Education Models for Linking Agencies Serving the Handicapped 18

Overview of Resource Manual 20

  Chapter One - Legal Mandates 20

  Chapter Two - Cooperative Agreements 20

  Chapter Three - Relating State and Local Services. 21

    Funding Policies and Procedures 21

  Chapter Four - Service Delivery at the Local Level 21

  Chapter Five - Career and Vocational Program Delivery. 22

  Chapter Six - Monitoring and Evaluation. 23

  Summary and Conclusions. 24

Appendices. 27

  A-1 - Vocational Education Models for Linking Agencies Serving the Handicapped. 27

  A-2 - Vocational Education Models for Linking Agencies Serving Handicapped Persons. 29

Page

A-3 - Baltimore Conference, February 4, 1981. 33

What Are Linkages? 44

A-4 - Linkage Handbook Contents 51

A-5 - N.J. Vocational Models for Linking Agencies Serving the Handicapped 55

A-6 - Coordinator's Letter #1 57

A-7 - Coordinator's Letter #2 59

A-8 - United Way of Central Jersey, Inc. Letter 61

A-9 - Middlesex County Ad Hoc Committee for Linkages in Services to the Handicapped Services Questionnaire. . . . 65

A-10- A New Jersey Vocational Model for Linking Agencies Serving the Handicapped 69

A-11- Vocational Services for the Handicapped in Gloucester County. 75

A-12- Brochure on Invitational Workshop 77

A-13- Program Manager's Letter. 79

A-14- The Year of the Handicapped: Working Together to Improve Opportunities 81

A-15- Memo from Program Manager 83

A-16- List of Committee Members 95

A-17- 6 Month Report. 101

B-1 - Proposed FY 81 Interagency Service Agreement Between The Department of Rehabilitative Services and The Department of Education 105

B-2 - Proposed FY 81 Interagency Service Agreement Between The Department of Education and The Department of Rehabilitative Services 107

B-3 - Proposed FY 81 Interagency Service Agreement Between The Department of Rehabilitative Services and The Department of Education 109

B-4 - Memo from Superintendent of Public Instruction to Division Superintendents. 111

B-5 - Planning Guide for State Level Interagency Collaboration 113

B-6 - Linkage Agreement Between The Department of Rehabilitative Services and the Lynchburg Public Schools. 119

B-7 - Report for Linkage Model Between the Department of Rehabilitative Services and Richmond Public Schools 129

B-8 - Agreement of Cooperation Between the Albemarle County School Board and the Virginia Department of Rehabilitative Services 1979-1980 137

Page

B-9 - Greenville Agreement - Interagency Cooperative Service Agreements. 145

B-10- Virginia Interagency Agreement - Workshop Agenda. 153

B-11- Participants of Linkage Workshop, Richmond, Virginia, May 28-29, 1981 155

C-1 - Maryland State Department of Education, Cooperative Planning for the Handicapped: Resource Manual. 157

C-2 - Cooperative Agreement Between the MCPS, CVE/OIPD, OCE, and DVR 159

INTRODUCTION

Project staff members have been providing technical assistance to the Model States of New Jersey, Maryland and Virginia since the ninth month of project operation. This assistance has been in the form of materials and information provided to the States on a regular basis. Frequent mailings and telephone conferences with the State Team Leaders have been made. Project staff members have made several site visits to the Model States to assist in Interagency Linkage Model development and implementation.

Model State Workshop

On February 4-5, 1981 the Model State Team Members met in Baltimore for a two day workshop directed at model development and implementation. For agenda, participants lists and workshop feedback on the Baltimore Model State see Appendices A-1, A-2, and A-3.

The agenda for the program included a review of what each State had accomplished in interagency linkage at the State and local level, unresolved State level issues and barriers to implementation and possible solutions or alternatives.

Participants discussed the mechanics of establishing, maintaining, and evaluating local linkages. This discussion included, effective approaches, unresolved issues and barriers to implementation and possible solutions or alternatives.

Other topics discussed were the role of vocational rehabilitation at the district/counselor level in working with vocational and special education in the vocational preparation of 16-21 year old disabled students. Included were IEP-IWRP coordination, and the role of rehabilitation facilities. These topics were discussed as to effective approaches, unresolved issues and barriers to implementation and possible solutions or alternatives.

Inservice training for teachers to increase their skills in multidisciplinary/multiagency efforts at the local school district level was discussed in the same format as the above topics.

Participants were asked to comment on proposed handbook contents as to what was most important and what topics should be included. The tentative contents can be found in Appendix A-4.

MODEL DEVELOPMENT

Each of the three State Teams met regularily to develop and then to implement their interagency linkage models. All three States were in some phase of model development when they applied for Model State Status. Project staff members provided technical assistance to help develop the interagency linkage models. Usually two or three State level organizations were cooperating on a formal or informal basis. One of the first things required of the Model State Teams was to involve the four key agencies in the interagency linkage project. These key agencies were vocational and special education, rehabilitation and guidance. Although other agencies could be invited to participate, these four were required to participate.

Each State faced the problem of identifying the linkage process, selecting participants and defining roles of each agency. The identification of the handicapped persons and gaps in the delivery of vocational services needed to be identified. The process of how to identify the problems of the delivery of vocational services and how to cooperatively solve those problems became the basis of the linkage model. This process began at the State level and filtered down to the local level. This does not imply that zero linkage efforts were occuring at the local level. It does mean that a Statewide coordinated interagency linkage effort was undertaken to improve vocational services to handicapped people.

Technical assistance to the Model development and implementation will be discussed on the following pages on a State by State basis.

ASSISTANCE TO NEW JERSEY

Technical assistance to New Jersey began in October, 1980. The New Jersey State Linkage Model had been developed and revised and the Interagency Linkage Team was ready to begin implementation at the local level. The New Jersey Model for Linking Agencies Serving the Handicapped is given on the following page.

New Jersey
Vocational Education Model for
Linking Agencies Serving the Handicapped

A. Goals of Project:

1. To develop a vocational model demonstrating linkages among agencies providing services to the handicapped at the county-local level.
2. Constraints and considerations
    a. Work within the present linkage system as much as possible.
    b. Select county(s) to pilot model that have as many components of the proposed model as possible.
    c. Model must be cost effective and easy to implement in other counties of the state.

B. General Description of Model:

1. Would provide for a continuum of vocational services and programs to the handicapped, including the severely handicapped as well as those who are minimally impaired.
2. Would include several delivery systems of vocational services to the secondary, post secondary, and adult handicap, such as but not limited to:

    County A.V.T.S.
    Comprehensive H.S.
    Community College
    Private Schools
    County Special Service School Districts
    Rehabilitation Facilities

3. Would include inputs from several disciplines such as but not limited to:

    Vocational Education
    Special Education - Child Study Supervisor
    Vocational Rehabilitation
    Guidance and Counseling
    C.E.T.A.

C. Organization of Model:

	UNIT	FUNCTION
1.	Interdepartment Committee Presently functioning consists of 18 members from several departments of state government	Would provide policy and direction for project.
2.	Operation level committee Presently functioning consists of four members from Vocational Education, Special Education and Vocational Rehabilitation.	Would oversee project and provide Technical Assistance.
3.	County Career Coordinating Council, Sub-Committee for the Handicapped. Each county coordinating council has formed a sub-committee on the handicapped.	Would implement the model.

D. Implementation

Technical assistance would be provided by the Operations level Committee to the County Career Coordinating Council's Sub-Committee on the Handicapped to assist the committee in the following activities.

1. Identify population to be served
2. Identify existing resources
3. Develop matrix of available programs
4. Identify gaps in linkage efforts
5. Establish joint planning agreements
6. Identify goals and objectives
7. Evaluate linkage efforts

E. Publicity - A brochure will be developed describing the project, its goal and objectives, as well as the role and objectives of each of the major providers of services to the handicapped participating in the project.

Members of the New Jersey Interagency Linkage Team are listed below:

John Wanat - Team Leader
Director
Bureau of Special Programs
Division of Vocational Education and Career Preparation

Dean Garwood
Director
Programs for the Handicapped

George Chizmadia
Director
Vocational Rehabilitation Services

Jackie Stefkovich
Coordinator Guidance and Counseling

Robert Shanberg
Coordinator 94, 142 Programs

Priscilla R. Walsh
EIC-C's Edison Program

Ina White
Coordinator
New Jersey Vocational Model for Linking Agencies Serving the Handicapped

Francine Grubb
Director Vocational Special Needs
Gloucester County Vocational School

Harry Russel
Administrator Director
JFK Mental Health Center
Edison, NJ

The New Jersey Interagency Linkage Team utilized project monies to hire a part-time local coordinator to implement the State Model at the local level. Ina White was selected as the coordinator. The role of the coordinator follows.

1. Serve as liaison between the State Linkage Team and local persons
2. Coordinate linkage activities
3. Serve as communication link between the two counties
4. Assist in and arrange for the production of a brochure for each county detailing the agencies (and their linkages) serving the handicapped in the area of vocational education.

Pilot Counties

Two pilot counties, Middlesex and Gloucester were selected as counties in which to begin implementation at the local level. The two counties were chosen to represent two very different areas. Middlesex County is urban, highly industrialized with many services available to handicapped persons through a broad range of agencies. Gloucester County by comparison is more rural, less in population and industry and has fewer services available to handicapped persons.

The project director met with the New Jersey Interagency Linkage Team and representatives from the two pilot counties on October 27-28, 1980 to discuss implementation procedures. The agenda can be found in Appendix A-5. The Linkage Team Linkage Coordinator, and the two pilot counties elected to form three subcommittees in each county to accomplish the goals of the project. The subcommittees were:

1. Identification of Population
2. Resources Identification
3. Publicity

Subcommittees were to accomplish four major objectives which were:

1. to identify the population needing services
2. to identify what resources are currently available
3. to see what gaps in services exist
4. to determine how gaps can be filled

A project timeline was established for the carrying out of the implementation plan. See chart below.

New Jersey Interagency Linkage Project Time Line

	Activity	Completion Date
1.	Introduce project to county committees, set up objectives and tasks and assign initial tasks.	October, 1980
2.	Initiate publicity campaign describing the project.	December, 1980
3.	County committees will identify existing resources.	January, 1980
4.	Identify gaps in the linkage efforts.	February, 1981
5.	Initiate linkage agreements.	January - March, 1981
6.	Evaluate linkages.	January - April, 1981
7.	Develop brochure to be utilized by cooperating agency personnel and handicapped persons.	April, 1981

The basic working unit in Gloucester and Middlesex counties was the County Career Education subcommittee on handicapped persons. Additional members from other agencies working in the area of vocational education for the handicapped were to be added. Other agencies to be involved as a member or in advisory capacity were United Way, Private Industry Council and the National Association of Businessmen.

Letters inviting participants to the November Interagency Linkage meetings were sent to both members who attended and those who did not attend the initial meeting. Copies of these letters can be found in Appendix A-6 - A-7.

WVSC Project Staff continued to provide assistance as the linkage efforts continued and in January, 1981 two project staff members spent one week in New Jersey working with the local coordinator and the chairpersons and subcommittees in Middlesex and Gloucester Counties. Project staff assisted local committees in identifying the population to be served, (age group and disability), how to interpret the data received, and how to utilize the data. In addition project staff provided ideas and suggestions concerning the project in general and information as to what other States and local groups were doing in the area of collaborative agreements.

On March 13, 1981 John Wanat, New Jersey Team leader provided an evaluation of the progress of the New Jersey Interagency Linkage team. This response was in request to the debriefing report as required in RFP 79-49, Task BB. This response follows:

Assessment of New Jersey Implementation Activities

1. Progress in linkage model implementation:
    a. The 2 pilot counties have identified key people in each county who are motivated to develop and improve linkages among agencies serving the handicapped. These county committees have been meeting on a regular basis - their fourth meeting is scheduled for the month of March.

    b. Each committee has developed data on the numbers and types of handicapping conditions in the school-age population. They are working on generating young adult population data.

    c. The Middlesex committee has adopted a directory of services for youth including the handicapped that was developed by another agency in the county. The Gloucester committee is in the process of developing a directory of services.

    d. Both county committees have had several publicity releases on the purpose and organization of the project.

   e. Both committees are working on identifying gaps in services to the handicapped, and obtaining information on existing linkage agreements both at the state and local level.

2. Present status of linkage plans: Both committees are proceeding slightly behind schedule due to late starting time and the holiday schedule.

3. Successes of the linkage model:
   a. Getting people at the local level to communicate and helping each committee member to develop a greater awareness of the available services in the community.
   b. Selection of committee members who are well motivated and accepting of the project and who have maintained good attendance records at the committee meetings.
   c. Generation of good publicity for the project.
   d. Ability of the committees to work through existing structures and community groups.
   e. The "high lighting" of the project through two presentations: One, at the annual convention of the New Jersey Vocational Education Assoc. scheduled for April; and the other, at a workshop dealing with Coordination of Services to the Handicapped scheduled for May.

4. Unresolved problems:
   a. Getting data on numbers of out-of-school and older handicapped adults who require vocational services.
   b. Lack of funds for printing of resource directory.
   c. Uncertainty as to the priority the public may assign to this type of project.

5. Failures of the linkage model: None at this time.

6. Recommendations for model improvement or future activities:
   a. Encourage committees to stay with project goals and time lines.
   b. Encourage committees to place more effort in developing linkages where there are gaps in services.
   c. It may be necessary to allot more time for the completion of the project.
   d. Investigate sources of additional funding as needed to help project achieve their goals.

In March, 1981 the Middlesex County Team conducted a survey of agencies serving handicapped people to identify services and determine where linkages currently exist. The survey, letter of introduction and definitions of services and of handicapping conditions can be found in Appendix A-8 and A-9. Appendix A-10 provides an annotated list of Resources that provide Information about the handicapped population in New Jersey. The brochure developed for use in Gloucester County can be found in Appendix A-11.

In May 1981, four project staff members helped conduct and participate in a workshop on "Coordination of Vocational Services for the Handicapped." The workshop was developed by the State Linkage Team to further implement the Pilot County Linkage Model on a State-Wide basis. The focus of the workshop was to bring together persons from various disciplines and agencies representing a specific region to work in small groups on a plan that would encourage coordination and collaboration of vocational services for the handicapped persons in the region.

Participants were assigned to small groups organized by Educational Improvement Center (E.I.C.) Regions. About 60 persons participated in the Workshop. A Preconference form was mailed to the prospective participants to identify services provided by the participants. A copy of the agenda, Invitational letter and Preconference survey can be found in Appendix A-12, A-13 and A-14.

Copies of materials relating to the County Linkage meetings for November, January, February and March are found in Appendix A-15 and A-16. A copy of the local coordinators six month report by Ina White can be found in Appendix A-17. The report shows that implementation of interagency linkages at the local level is a detailed and lengthy process. The evaluation of the effectiveness will take an even longer time period.

The New Jersey Department of Education and the Interagency Linkage team plan to conduct four regional workshops during the next year to continue implementation at the local level.

Assistance to Virginia

Project staff members began providing technical assistance to the Virginia Interagency Linkage Teams in October, 1980. The Virginia Team at that time had developed and revised the Linkage Model and were starting the implementation process. The Model for Linking Agencies Serving the Handicapped in Virginia is printed on the following pages.

Members of the Virginia Interagency Linkages Team are listed below:

Vance Horne - Team Leader
Supervisor of Special Programs
Disadvantaged and Handicapped Projects

Howard Green
Coordinator, Developmental Disabilities
Virginia Department of Rehabilitation Services

Doris DeVries
Assistant Supervisor of Special Programs
Disadvantaged and Handicapped Projects

Patricia White
Assistant Supervisor of Educational
Consultants Program
Division of Special Education

Carolyn Maddy Bernstein
Guidance

McKinley Tucker
Director of Vocational Education
Greensville County Schools

The project director met with the Virginia Linkage Team on October 29, 30, 1981 to discuss the linkage model and technical assistance for the following months. Area of specific technical assistance were requested and the response was provided by project staff members. Some of the specific requests are listed below.

1. How is the provision of vocational evualuation services by vocational rehabilitation to school aged handicapped individuals being addressed in other States?
2. How are vocational rehabilitation programs targeting their primary special education eligible client group?
3. What services are seen as the primary responsibility of vocational rehabilitation and how to States identify these services?

MODEL FOR LINKING AGENCIES SERVING THE HANDICAPPED IN VIRGINIA

I. Develop and/or revise interagency agreement between vocational education, special education and vocational rehabilitative services.

   A. Each State agency should have a committee to develop a list of available services.

   B. Available services should be reviewed by the appropriate agency advisory committee.

   C. The agreements will be signed by the head of each agency.

II. Through random sampling of local school divisions to assess what are the needs for serving handicapped students.

III. Development of goals and objectives and identify the responsibilities of each agency.

   A. Utilization of a task force with representation from special education, vocational education and rehabilitation services to develop goals and objectives which addresses the identified needs and agency responsibilities.

   B. Review and revise, where needed, with appropriate State staff a system for effectively delivering services to localities.

IV. A Statewide delivery system to localities.

   A. Regional meeting

      1. Representatives/participants

         a. Vocational educational administrators
         b. School counselors
         c. Special education administrators
         d. Rehabilitative services counselors

      2. Localities in each region

         a. Planning districts 20, 21, and 22 (Norfolk, Virginia)
         b. Planning districts 14, 15, 18, and 19 (Richmond, Virgina)
         c. Planning districts 8, 9, 16, and 17 (Woodbridge, Virginia)
         d. Planning districts 6, 7, and 10 (Fisherville, Virginia)
         e. Planning districts 5, 11, 12, and 13 (Lynchburg, Virginia)
         f. Planning districts 1, 2, 3, and 4 (Marion, Virginia)

      3. Purpose - To facilitate the delivery of appropriate comprehensive career, vocational, special education and rehabilitation services to the secondary and post secondary handicapped individuals.

  - a. Clarify and review the policy of State programs in respect to collaborative planning for delivery of special education, vocational education and vocational rehabilitation services.
  - b. Identify concerns and problems related to the delivery of comprehensive services and discuss possible resolutions.
  - c. Present a model for developing interagency cooperative agreements at the local level.
  - d. Assists local representatives in the initial steps for development or refinement of cooperative agreements.
  - e. Complete a timeline for completion and implementation of the interagency agreements.

4. Local agreement development
  - a. Appoint local task force with representation from vocational education administrators, school counselors, special education administrators, rehabilitative services counselors.
  - b. Develop local agreements.
  - c. Submit to appropriate State agency.

V. Annual revision of agreements showing continuing services.

VI. Evaluation and Follow-up

  A. Three to five years after students have completed the vocational programs in the area for which they were trained. (Use vocational education follow-up instrument).

4. What kind of cooperation or considerations are needed by vocational education, special education and rehabilitation in the joint development of the IEP/Individualied Education Program and the IWRP/Individualized Written Rehabilitation Program?
5. Are examples of collaborative agreements between rehabilitation and secondary schools available?
6. Are sample agreements of interagency cooperation at State and local levels available?

Research on these and other questions was completed by project staff members and provided to the Virginia Interagency Linkage Team.

State level agencies in Virginia are required to develop formal interagency agreements and review them yearly. Agreements are developed between the Department of Education and the Department of Rehabilitative Services. The activities of vocational education, special education and rehabilitative services are specifically spelled out. Copies of these Interagency Service Agreements can be found in Appendix B-1, B-2, and B-3.

The Virginia Superintendent of Public Instruction and the Assistant Superintendent for Curriculum Instruction issued a memo on May 7, 1981 which required that vocational teachers be involved in the development of the IEP of any student whose educational program may or does include a vocational offering. This directive provides a strong incentive for interagency cooperation at the secondary level. A copy of Supts. Memo No. 5 can be found in Appendix B-4.

A Department of Education Planning Guide for State Level Interagency Collaboration was drafted by the Virginia Department of Education in March, 1981. The purpose is to ensure the provision of comprehensive services to handicapped children birth through 21. A copy of this draft can be found in Appendix B-5. The linkage efforts of the Virginia Team and the Task Force developing this document are very related and complimentary.

Four County/City Pilot Models

The Virginia Interagency Linkage Team elected to implement the Virginia Model in four city or county school districts. A member of the State Linkage Team was assigned to supervise and work directly with a local team implemented the model. The four local districts participating in the implementation program are: 1) Lynchburg City, 2) Richmond City, 3) Albermarle County, and 4) Greensville County. The basic linkage agreements were between the Department of Rehabilitative Services and the school or county. The team leader in all four implementations is the local vocational director. Special education and guidance personnel are involved in the linkage activities at both State and local levels. Copies of the four city/county agreements can be found in Appendix B-6, B-7, B-8 and B-9. Some of the local units also provided progress reports on the status of the implementation.

On May 28, 29, 1981, three project staff members assisted the Virginia Linkage Team in conducting a Interagency Agreement Workshop for the four local level teams. At the workshop the local teams presented their proposed models and revised them as necessary. The agenda for the Virginia Interagency Agreement Workshop and Participants is found in Appendix B-10 and B-11.

Vance Horne, Virginia Team Leader, provided a debriefing report on the current condition of the Interagency Linkage Model. His comments combined with the reports of the four local level schools are given below:

Virginia's
Current Condition of Interagency Linkages
to
Improve the Vocational Education of Handicapped Persons

Highlights of Progress to Date in Implementing the Linkage Model

1. Four school divisions have been contacted and consented to participate in the program.
2. Meetings have been convened for the purpose of sharing with the Department of Rehabilitation Services, Vocational Education, and Special Education information about the purpose of obtaining linkages.
3. A member of our State committee has been assigned to work with each participating LEA in developing and/or revising their agreement.
4. Committment from the service heads have been given.

Current Status of Linkages

1. Interagency agreements have been developed.
2. LEAs are working toward implementation.
3. Dissemination teams have been established for regional networking consultation.
4. Plans have been made for a State conference with participating LEAs.

Unresolved Problems in Linkages

1. Questions and concerns pertaining to IWRP/IEP.
2. Various educational conflicts internal within the school system.
3. Some negatively prevailing attitudes and misconceptions on the part of teachers and administrators.

Successes of Linkage Implementation

1. Four local teams were pilot testing models. This shows cooperation, interest and communication at the local level.
2. A more comprehensive educational plan is available to the students, especially in expanded educational alternatives and in the development of vocational goals.
3. Handicapped students are identified earlier, a smoother transfer into the rehabilitation program and employment is expected.
4. The linkage facilitates continuous comprehensive service.

Failures of Linkage Implementation

None at present.

Recommendations for Continued Development of the Linkage Model

1. Provide inservice for information sharing and attitude change for teachers and administrators.
2. Consideration should be given to including vocational assessment as a standard component.
3. Expand the quantity and quality of vocational education programs.

The Virginia Team and especially the four team members assigned to work with the four local level teams are working together to implement the Virginia Model. Although the local level implementation is proceding on a year around basis the real test of the model will be made in the 1981-1982 school year.

Assistance to Maryland

Technical assistance in the form of information and materials to the Maryland Interagency Linkage Team began in October, 1981. The Maryland Team was involved in developing an interagency linkage model when they were selected as a Model State. Vocational Education, Special Education, Vocational Rehabilitation Divisions of the Maryland Department of Education were in the process of developing a manual on Cooperative Planning for Handicapped People. The Guidance member of the team was added when Maryland was selected as a Model State. University of Maryland personnel have cooperation in the development of the manual and other materials. Members of the Maryland Interagency Linkage Team are listed below:

Ruth Brown - Team Leader
Department of Vocational Technical Education

Mary Albrittain
Pupil Services Branch

Deborah Sterrett
Division of Special Education

Don Smythe
Division of Vocational Rehabilitation

Neal Carey
Department of Instruction

Jerry White
Division of Special Education

Dennis Herschback
Department of Industrial Education
University of Maryland

Charles Beatty
Industrial Education Department
University of Maryland

Dave Malouf
Special Education Department
University of Maryland

Paul Power
Department of Counseling Personnel
University of Maryland

Mary Ellen Kiss
Department of Industrial Education
University of Maryland

Members of the Maryland Team met with the Project Director on November 18-19, 1981 to discuss the linkage model and technical assistance plans for the continued development and implementation of the model. The Maryland Vocational Education Model for Linking Agencies Serving the Handicapped is printed on the following pages.

Development of the Cooperative Planning for the Handicapped: Resource Manual

The basis of the development Maryland Model is revolved around the development of The Cooperative Planning for the Handicapped: Resource Manual. The Linkage Team members from the Department of Education, and their respective division counterparts at the University of Maryland cooperated in developing the manual. An evaluation of the draft copy of the Resource Manual was completed in January, 1981. LEA's were asked to respond to the Resource Manual and give their suggestions to the Linkage Team. A copy of the evaluation form can be found in Appendix C-1.

The Resource Manual upon completion will be used as a model to assist the LEA's to develop and implement interagency linkages. The manual provides guidelines for both State and local level personnel who are charged with the implementation and delivery of interagency linkage activities.

There are 22 school based linkage models in existance in the Maryland Public Schools which serve as a basis for interagency linkages. An expansion of these models is planned. Some interagency linkage agreements outlining cooperation at the LEA and state levels have been formed. Such an agreement can be seen in the:

> Cooperative Agreement Between the Montgomery County Public Schools, Specifically the Division of Career and Vocational Education, Office for Instruction and Program Development; The Office of Continuum Education; and the Maryland State Department of Education, Division of Vocational Rehabilitation.

A copy of this agreement can be found in Appendix C-2.

Since the Resource Manual serves as the Maryland Model of Interagency Linkage a brief description of the six major areas concerning interagency linkages are provided below:

Maryland Vocational Education Model for Linking Agencies Serving the Handicapped*

A. Initial Actions by the Maryland Department of Education

   1. A cooperative agreement developed by representatives from the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation of the Maryland Department of Education provides the initial action in model development.
   2. The cooperative agreement is designed to aid local educators in coordinating and integrating the delivery of services and programs at the local level.
   3. A manual is being developed to aid educators as they attempt to implement the model
   4. Supplemental modules are being developed by the University of Maryland to provide content to local linkage teams.

B. Major Areas of Emphasis in Developing Interagency Linkage Models

   1. Legal Mandates
      a. overview of Federal and State laws
      b. services funded through Federal and State services.
   2. Cooperative Agreements
      a. Maryland Department of Education Agreement
      b. commitment of local education agencies in the development of a coordinated service delivery system for handicapped students.
   3. How to Relate to State and Local Services
      a. state and local service delivery
      b. funding policy and procedures
      c. local and State planning
      d. State level information management
      e. provision of inservice education.
   4. Service Delivery at the Local Level
      a. identification of students
      b. admission
      c. review
      d. dismissal procedures
      e. development of Individualized Education Program
      f. removal of barriers which inhibit equal access to vocational education.
   5. Career and Vocational Program Delivery
      a. a general career education model
      b. modifying vocational programs
      c. vocational support service teams
      d. providing guidance services

6. Monitoring and Evaluation

   a. Examination of systems established by the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation.
   b. Resource materials for implementing the vocational education program.

Chapter One

LEGAL MANDATES

Federal and state laws provide the legal mandates under which vocational education services for handicapped students are provided in Maryland. There are currently three laws that apply most directly. These are: The Vocational Education Act of 1963, Educational Amendments of 1976, P.L. 94-482; Education for All Handicapped Children Act of 1975, P.L. 94-142; and The Rehabilitation Act of 1973, P.L. 93-112, as amended through 1978.

This chapter briefly examines these federal and state laws. An overview of each law will be provided, including general provisions and funding procedures. A more detailed discussion will follow, outlining specific provisions relating to service and program development for the handicapped.

When implementing a vocational program for handicapped students, it is imperative to know the laws involved, for they specify the legal requirements and responsibilities of the state education agency and local school system. Additionally, they specify program guidelines for educators to follow and provide information on funding educational programs for handicapped students, including vocational education.

Chapter Two

COOPERATIVE AGREEMENTS

Cooperative and integrated service is the key to providing vocational education to handicapped individuals. Since complementary services are provided under different laws, it is only through cooperation among the providers that handicapped students can receive the full benefit from the services for which they are eligible. Under P.L. 94-482, vocational education provides the occupational training and support services needed to enable handicapped persons to prepare for employment. Under Part B of P.L. 94-142, special education provides special services needed by handicapped students to succeed in the vocational program. Vocational rehabilitation under P.L. 93-112, as amended, provides related services so that handicapped individuals may prepare for and engage in gainful employment. These are clearly compatible interests, requiring integrated, cooperative planning and service delivery. This chapter briefly reviews key points relating to cooperative efforts.

Chapter Three

RELATING STATE AND LOCAL SERVICES

This chapter examines policies and procedures which form the basis for cooperative efforts with local education agencies. Funding policies will be reviewed, as will services available to handicapped students. Local and state planning and information management systems will also be discussed. Finally, inservice education will be discussed as a vital element in the state/local cooperative program.

Funding Policies and Procedures

Federal funds to support vocational education come from three basic sources: Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation. These funds complement, extend, and support one another. Although each LEA will likely use funds in slightly different ways, the source of funds and the requirements for using them will remain basically the same.

Chapter Four

SERVICE DELIVERY AT THE LOCAL LEVEL

This chapter examines select aspects of service delivery at the local level. These include the identification of students, assessment, the admission, review, and dismissal process (ARD), and the development of the individualized education program (IEP). These are services which support program delivery and require collaboration between special education, vocational education, and vocational rehabilitation to help assure a continuum of related vocational needs being addressed after completion of the educational program. The service delivery model used by vocational rehabilitation will also be examined. Barriers to equal access to vocational education will be reviewed, including a discussion of facilities, adaptations of equipment, and transportation.

Chapter Five

CAREER AND VOCATIONAL PROGRAM DELIVERY

This chapter examines a number of ways program services are provided to handicapped students. First, a career education model will be presented. This is a general and comprehensive model, and provides ample opportunity for LEAs to adapt program development to local goals and constraints. At the same time, the outcomes of the educational program are clearly delineated at each stage of the model. Also, the need to provide career development activities to handicapped students will be discussed in greater detail.

Modifications to vocational instruction necessary to better accommodate handicapped students are included in this chapter. A major concern of vocational education is providing better service to handicapped students within the context of regular vocational programs. Vocational educators must resolve such questions as: What program options are available to handicapped students? How can current regular vocational education programs be modified so that handicapped students can successfully participate? What new programs need to be developed and implemented? What related or supportive services need to be provided to help handicapped students succeed in the vocational education program? These questions will be addressed in the section on modifications to vocational instruction and vocational support service teams. The vocational support service teams model will be examined in detail.

Finally, the provision of vocational guidance services is examined. Guidance services need to be a coordinated and integrated component of all vocational offerings.

Chapter Six

MONITORING AND EVALUATION

This chapter briefly reviews the monitoring and evaluation policy and procedures of the Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation. Systematic procedures for program mointoring and evaluation are built into the state plans of each division. These procedures not only document compliance with state and federal law, but can help justify local program expenditures, provide useful information for future program planning, and help local education agencies assess how well they are addressing the specific vocational needs of handicapped students.

While each division has developed its own mointoring and evaluation policy and procedures, the cross-referencing of evaluation data takes place among the divisions. This facilitates coordinated planning and service delivery, while at the same time the individual data collection and reporting requirements of each division can be addressed.

In addition to the Resource Manual a series of modules is being developed by Dennis R. Herschbach at the University of Maryland to supplement the Linkage Model. These modules will be useful to LEA personnel and they implement interagency linkages to improve vocational education services to handicapped students. The first module Teaching Vocational Studies with Special Needs: A Catalog of Inservice Training Material was published in June, 1981. Additional modules are under development is the following areas:

1. Assessment and evaluation
2. Equipment adaptation
3. Disadvantaged students
4. Specific Occupational Areas
5. Mainstreaming

State Department of Education Personnel, are working on the implementation of the Maryland Model in local school districts. The real test of the effectiveness of the Maryland Model will take place during the 1981-1982 year.

Summary and Conclusions

Each of the three Model State Linkage Teams have developed a workable Interagency linkage model to improve vocational services to handicapped people. Project staff members have worked with each State team by providing information and materials to be utilized in Model development and implementation. On site technical assistance has been provided in each State.

Implementation of the Linkage Models is in process in all three States. The format of the three Model State Linkage plans differ as do the Organizational structures of each State. Implementation procedures also differ as does the progress of implementation. Implementation is in reality a slow process which needs to be periodically adjusted to changing situations at the local level.

The Maryland Interagency Linkage Team has spent a lot of time and other resources in developing a Resource Manual and supportive modules which provides much information about the process of linkage. These materials provide a basis for the development and improvement of linkages at the local level. State Department team members worked closely in developing the materials and have agreed on a broad range of linkage policies which will provide leadership at the State level and be useful as the model is utilized at the local level.

New Jersey developed a State Linkage Model and selected two local level counties to pilot the State Model. A heavily urbanized area and a rural area served as model development sites. A local coordinator was hired to implement the model in the two pilot counties. Future plans call for the implementation on a State wide basis. The New Jersey Department of Education plans to conduct implementation workshops during the next year.

Virginia developed a State Model and elected to implement the model in two city and two county areas as a pilot project. A member of the State Interagency Linkage Team will coordinate and supervise each local pilot model. The pilot models will then be implemented on a State wide basis.

At the National Training Workshop on Interagency Linkages held in Madison, Wisconsin on June 15-17, 1981 some 200 persons from 48 States heard presentations on the three State Models by the Team Members. As part of the workshop evaluation participants were asked to evaluate the adaptability of the models to their own States. The evaluations of the models showed a wide variation in the appropriateness of the three models to specific States. Sometimes a particular State would see a great use of a model and other times no use at all could be identified. This shows a need for more than one model and for a broad range of examples on interagency linkage. It was apparent that the Model States Interagency Linkage models and ideas will be utilized in many States in the coming months. There are enough variations in models and implementation strategies to provide SEAs in most states with examples of models and processes which may be appropriate for their own use. The three Model State Interagency Linkage Models have provided a wealth of information which will serve as a basis for Interagency Linkage Efforts in other States.

Appendix A-1

Vocational Education Models for Linking Agencies Serving the Handicapped

Model State Linkage Team Conference

Baltimore, Maryland

February 4-5, 1981

Proposed Agenda

February 4, 1981

11:30 - 12:00 noon	Registration
12:00 - 1:00 p.m.	Lunch
1:00 - 1:15	Welcome, introductions, purpose of meeting, explanation of format
1:15 - 3:00 p.m.	TOPIC ONE What is each state doing in areas of linkage which are related to this project (objectives, scope, format, number of staff/students involved) · State level linkage activities and methods which are effective · Unresolved state level issues and barriers to implementation · Possible state level solutions or alternatives · Local level linkage activities and methods which are effective · Unresolved local issues and barriers to implementation · Possible local level solutions or alternatives
3:00 - 3:15 p.m.	Break
3:15 - 5:00 p.m.	TOPIC TWO The mechanics of establishing, maintaining, and evaluating local linkages · Effective approaches · Unresolved issues and barriers to implementation · Possible solutions or alternatives
5:00 - 5:30 p.m.	Break
5:30 - 6:30 p.m.	Dinner
6:30 - 7:00 p.m.	Break

7:00 - 9:00 p.m.	TOPIC THREE The role of vocational rehabilitation at the district/counselor level in working with vocational education and special education in the vocational preparation of 16-21 year old disabled students. (Including IEP-IWRP coordination, and the role of rehabilitation facilities.) • Effective approaches • Unresolved issues and barriers to implementation • Possible solutions or alternatives

February 5, 1981

7:00 - 8:00 a.m.	Continental Breakfast
8:00 - 9:45 a.m.	TOPIC FOUR Inservice training for teachers to increase their skills in multi-disciplinary/multi-agency efforts at the local school district level • Effective approaches • Unresolved issues and barriers to implementation • Possible solutions or alternatives
9:45 - 10:00 a.m.	Break
10:00 - 11:15 a.m.	Preliminary planning for the June conference on linkage models
11:15 - 11:30 a.m.	Reimbursement forms
11:30 - 12:30 p.m.	Lunch

Appendix A-2

Vocational Education Models for Linking Agencies Serving Handicapped Persons

Sponsored by the

Wisconsin Vocational Studies Center
University of Wisconsin
Madison, Wisconsin

Baltimore, Maryland
February 4 and 5, 1981

CONFERENCE PARTICIPANTS

MARYLAND

Mary Albrittain
Maryland State Department of Education
Division of Compensatory Urban and Supplementary Programs
200 West Baltimore
Baltimore, Maryland 21201
(301) 659-2433

Ruth Brown
Maryland State Department of Education
Department of Vocational Technical Education
200 West Baltimore
Baltimore, Maryland 21201
(301) 659-2079

Neal Carey
Maryland State Department of Education
Department of Instruction
200 West Baltimore
Baltimore, Maryland 21201
(301) 659-2316

Dennis Herschbach
University of Maryland
Department of Industrial Education
J.M. Patterson Building
College Park, Maryland 20742
(301) 454-4264

Mary Ellen Kiss
University of Maryland
Department of Industrial Education
J.M. Patterson Building
College Park, Maryland 20742
(301) 454-5348

MARYLAND (cont't)

Dave Maluf
University of Maryland
Special Education Department
College Park, Maryland 20742
(301) 454-2118

Paul Power
University of Maryland
Department of Counseling Personnel
College of Education
College Park, Maryland 20742
(301) 454-2027

Don Smythe
Maryland State Department of Education
Division of Vocational Rehabilitation
200 West Baltimore
Baltimore, Maryland 21201
(301) 659-2258

Deborah Sterrett
Maryland State Department of Education
Division of Special Education
200 West Baltimore
Baltimore, Maryland 21201
(301) 659-2496

NEW JERSEY

George Chizmadia
Director of Vocational Rehabilitation Services
Room 1005
Labor and Industry Building
John Fitch Plaza
Trenton, New Jersey 08625
(609) 292-5987

Dean Garwood
New Jersey State Department of Education
Division of Programs of the Handicapped
225 West State
Trenton, New Jersey 08625
(609) 292-5720

Robert Shanberg
New Jersey State Department of Education
Division of School Programs
225 West State
Trenton, New Jersey 08625
(609) 292-7610

NEW JERSEY (con't)

Jackie Stefkovich
New Jersey State Department of Education
Division of School Programs
225 West State
Trenton, New Jersey 08625
(609) 292-7604

John Wanat
New Jersey State Department of Education
Division of Vocational Education
225 West State
Trenton, New Jersey 08625
(609) 292-5822

Ina White
Institute for Human Services
Kean College
Morris Avenue
Union, New Jersey 07083
(201) 527-2520

VIRGINIA

Doris Devries
Virginia State Department of Education
Box 6 Q
Richmond, Virginia 23216
(804) 786-5483

Vance Horne
Virginia State Department of Education
Box 6 Q
Richmond, VA 23216
(804) 786-5483

Dr. Carolyn Maddy
Associate Professor Vocational Guidance
Seaboard Building - Suite 438
3600 Broad Street
Richmond, Virginia 23230
(804) 257-6946

Howard Green
Virginia State Department of Rehabilitation Services
4901 Fitzhugh Avenue
Post Office Box 11045
Richmond, Virginia 23230
(804) 257-0316

VIRGINIA (con't)

McKinley Tucker
Director of Vocational Education - Adult Education
Greensville County Schools
Harding Street
Emporia, Virginia 23847
(804) 634-4039

Patricia White
Virginia State Department of Education
Post Office Box 6 Q
Richmond, Virginia 23216
(804) 786-2681

WASHINGTON, D.C.

Debbie Newkirk
Division of National Vocational Programs
7th and D Streets, S.W. - Room 5608
Washington, D.C. 20202
(202) 245-3465

WISCONSIN STAFF

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4151

Lloyd Tindall
Carol Crowley
Liz Getzel
John Gugerty

Baltimore Conference
February 4, 1981

Topic I

What each state is doing related to project:

Maryland

1. philosophy 2. laws 3. cooperative agreement at State level which delineation of responsibilities

Manual: outlines State responsibilities

Maryland: special education total responsibility for educating handicapped

Committee formed to help coordinate agreements (on State) and develop local agreements--part of this is with conference with Gary Meers in May...

Rehab: feels in Maryland local level far ahead of State with cooperative agreements (formal and informal)

Sees VR waiting closely with guidance first on local level (from Don's own experience)--see C & G should be lead in cooperative ageements

Draft of manual - inserviced local directors and use it for one year for local input

Survey done regarding needs of voc. ed. services--Dennis is developing modules based on needs from survey.

Doing combined inservice work about voc. ed. - special ed., etc. One need found--access to available materials developing modules of materials used by rehab., special ed., voc. ed., (linked together by joint inservicing & joint planning for inservices, & joint presentations)...

Material will address ARD process (Admission, Review, Dismissal before ICP developed)--helps designate whether person is handicapped...

Materials delivered to Research Development Center--technical assistance available.

Modules being developed for handicap and disadvantage will help plan, do & evaluate inservices..

Chuck B. - described courses teachers can take--special ed. take voc. ed. classes & vice versa (industrial arts right now)--have practicum experience as well--can use credits toward a master's degree...(rehab. also involved). Paying substitute time to take classes (project pays for this in cooperation with agencies)--trying to open this up to all areas--outside of T&I. (nine credits) advanced graduate credit in doctorate program as well as master credits--

guidance - state mandated program--guidelines; career ed./voc. ed. have real impact; State linkage hopefully to get locals to talk more--

24 school divisions in Maryland
(special ed. monies don't flow to community colleges)

New Jersey

3 Pro. Approach

1. State - polling making group of various divisions making state wide policy
2. Operational group: State level - making policy work
3. Local level: 21 counties

N.J. - also have special ed. mainly responsible for educating handicapped...

Matrix developed of what services available & who gets them to help identify gaps & needs & from these making agreements to fill the gaps...

Representation by State (4 main divisions assigned to counties) at county level--to help continue services or continue meetings after project has ended...

County Career Coordinating Council--organization N.J. project working thru...

Interdepartment Committee (pretty much mandated thru 94-142) - State level...

Operational Level Committee - voc. ed. & voc. rehab. at State level--to iron out day to day--special ed. added & CETA--started informally now more formalized--have agendas--meet regularly--Mainly work with secondary age

N.J. (operational level) now dealing with ages of people over 21 - 0 - adulthood to try to improve services to h.c.

How long it takes to make formal linkages at local level (hours & hours of meeting)

Where maybe agreements at State - locals aren't aware.

Identify problems at Local Level

Asking for informal agreements (info. on them)--feeling on Co.--more comfortable with informal agreements - N.J.

Looking for formal & informal agreements--as long as process identified where continued services are done--that's most important

21 counties - 612 local school districts!!

County Career: Voc. ed., special ed., voc. rehab. & other agencies - looked at co. for voc. ed. services & matrix of how services get funded...identify priority & needs in co. as special needs...politically - they can't afford not to miss meeting...chairperson elected by committee (Glen Earl co. career person acts as secretary to committee)

Virginia

Task Force - all agencies who serve h.c.
welfare, employment, CETA, voc. ed., rehab., special ed. - meet annually
advisory council (state)

Model program:

- large urban
- small urban
- large rural
- small rural

good cross section of state & serving h.c.

441 school divisions - rehab. in all regions (one counselor may serve 3-4 counties)

School divisions co. & cities
Inservice in State - some problems--no funds identified to work with guidance or special ed. at local level with voc. ed...
There is money for voc. ed. inservices only--one plan now is to bring special ed. into inservice project...(will match some funds for inservices however) - special ed. have to be certified voc. ed.--

2 years ago - thought in local people - explained state agreements - then locals had to develop them (voc. rehab. at that time was lead agency) no special ed. require it in plan...

141--school divisions (88 local level agreements - '78-'79 year)

1. Virginia wants format for looking at agreements - should not look at budgets, restraints, etc.
2. evaluation of agreements being developed at local level.

Right now - trying to see if locals are following through on local level.

Policy developed (between voc. rehab. & special ed.) - & encouraged locals to use it as a tool for developing local agreements...

DVR meets w.f.e.c. for writing IEP's & IWRP's...

Unresolved State &/or local issues
    money
    attitude of people → state level
    format of looking at linkages

DVR issues: special ed.: unhappy that DVR can't offer more in local schools...

Problems as to where DVR can pick the kid up in local schools.

DVR--needs to be clarified on State level first so then can filter down to local level...

Topic II

Linkages:

1. pop. identified & looking at all services that become part of his chain & who does what & who has control or power over linkage agreement
   State level: mandated--then extending chain to deliver services
2. linkage: less structure any kind of communication (agency or individual)
3. have to overlap some to avail people of services or afford continuum of services
4. any kind of relationship (formal or informal)
5. trying in of resource to provide particular service
6. solution to rid agencies of overlapping services
7. reduce amount of overlap

- linkage is a tool for providing services...main objective to improve services to h.c. persons...

First Handout: Effective Approaches

State director's commitment Re: policy - had responsibility voc. ed. & good relations among staff people working together and local linkage

Informal (Professionals at lunch sometimes - PALS) everyone gets together - some one takes lead naturally...

May be effective to have joint responsibility than just one lead agency

A lot of research, etc. about what should be done--but someone has to take the lead & initiate agreements.

Need higher commitment to push for linkage agreements.

Feel perhaps special ed. should really take the lead (voc. ed. is joint partner - but special ed. takes primary lead).

94-142 big umbrella--agencies are piece of this (for ex. 1070 set aside for voc. ed.)

Who is lead agency in forming linkage (State):
- public school sup.
- special ed. or voc. ed. or g. & c.

N.S.--lead agency for linkage is special ed.

Specific approaches to get locals to link from State level:

- State leadership - unified voice - cooperative voice (maybe better from level - periodically)
- Flexibility for locals to develop based on what is needed
- Time line from state to locals to keep encouragement (guidelines for implementing & developing)...

(if State mandates - locals will comply but never really used) what's needed is powerful persuasion - down play immediate found agreements, but encourage meeting together - informal may develop which could lead for formal...

State wide meeting--if locals don't have agreement then may look bad (some kind of persuasion)

By State level ? out - locals see State as cooperating - important for locals to realize this to model after...

(breakdown of turf protection exp. at State level)

State level
interagency committee (State) > flow of commitment in working out differences, etc.
local

State jointly found projects at local level (exemplary projects) will encourage cooperation - (mixing monies of two state agencies to fund project at local level) ownership - if got more money in it - claim this project - ownership...

local superintendents - if get their commitment will get locals (who work for them) cooperate.

each co. has superintendent (in Maryland & NJ) suicide to bypass them...

2 counties (personalities, activities, strong, voc. rehab. agency - who co. sup. was - each at political issues) - how they were selected) political, personality, existing interpersonal, agencies -

if don't have cooperation - project will fizzle only do what is absolutely necessary - co. has to want the results...

informal concept--consumers (other than client)--professional is a consumer - ex. obtaining similar benefits, getting benefits - what is linked to success of professional in job...same applies to education...

legal mandates for linkage: voc. ed. & special ed., 504 linkage, rahab--similar benefits, OCR guidelines impact of students in voc. ed. than other laws combined!!

By-law mandated - about one year old

Maryland: State bd. must submit criteria for entry into each voc. ed. program - demographics of each co. looked at - have to show repo of all populations in every local school system...

monitoring of that - responsibility of state division...comparison of data (drop out rates, etc. will help monitor)

State has service to offer locals - perhaps influence to encourage linkages - if participate (locals) will receive something from the State. Helps establish good support --

Local level - could advisory groups be linked together (voc. ed. - special ed.) -

Some linking by chairperson who usually is state person or mandate that person has to be on two advisory groups...

Maryland: Council organized thru guidance to help with job placement - has really helped locals (within ed. system--will expand more)

N.J.: Co. Career Coordinator - encouraged to participate on CETA advisory councils - linkage at least at co. level in N.J.

At whatever level linkage - each linkage group has to be given direction - guidelines of what is to be accomplished--

N.J. voc. ed./spec. ed. - workshops identified problems (IEP, etc) - giving assignments - TA from State level - got responsibility & can make divisions (local group) activities & guidelines established from council - presented problems can make decisions & make policy & implement - have real truth to it get people with decision making

State people presenting problems--council develops solutions - State gives alternatives, etc. (doesn't say you will - 'cause locals won't cooperate)-council does the resolutions...someone designates who will implement & some actions are taken...

give locals publicity - gives them the credit - sometimes so basic over look it...

Worksheet II: Unresolved Issues & Barriers

How do you build performance with changes in personnel - getting away from personalities.

Legal mandates (fed.) are as permanent as they are.

Commitment whether state or local.

So much local stuff done on informal basis - when person leaves loose linkage.

Even formal agreement doesn't guarantee that next parties will pick it up.

Mandates at State - services will continue.

Contrast evaluation, talking, training, only way linkage will continue...

Public will assure continuation - greater factor of getting something done (advocacy jumps can get things done when State Dept. can't do).

State people use advocacy groups to get things done...

Have to help agencies at local level of what services available and what they need...description of resources at local & what needs they have...

Community effort - workshops for parents (done in Maryland) - State people encourage them (don't ?) but States are involved...

Locals will continue requesting services from State people.

Regional meetings & at State level to see what's taking place at local level (happened in VA.)

State has to provide to locals activities which locals need to act on or form some resolution about (state gives problems - locals react & try to resolve) to have it in writing not enough - constantly reinforced with publicity on activities such as workshops.

People constantly change jobs - problem - State needs to provide publicity & situation which can be resolved - let locals resolve their own situations - (unless we do that won't be continuation)

Management technique - linkages for communication, etc. - when have meetings, etc. - publicize it!! Get information out and around to other agencies, counties, etc. - around the state.

Maryland: does print voc. ed. programming - VA does too.
NJ: does program by themselves.
Voc. ed. for h.c.

When state planning need interdepartmental communication...

Training, eval., money, funding level, resources of each agency, conflict between state & fed. laws - sometimes can be barriers.

Rules & regs. - barrier 'cause feds. not linking esp. 1st dollar issues

95-605
94-112 → can be conflicting
94-142

Shame 'cause everybody trying to do same thing...

Lack of voc. eval. assessment facilities (esp. in VA)
Monies can't be used 'cause have to maintain programs - need more programs

Maryland - guidance function until want voc. ed. program - if assessment done just for assessment thru guidance (for ex. prevoc.) "hands-on" training--voc. ed. responsibility.

VA - has back log of students needing assessment - then transportation becomes problem.

94-142 monies can be used for any appropriate ed. - can be used totally for voc. ed. if deemed appropriate. Sometimes if it is the case - academic subjects become support services.

Locals do their own weeding out of kids for services - or don't put in for services - sort of an "Oh well" attitude.

Method to use evaluation system if local linkage appropriate or do what the agreement says...(evaluation by State to local about how effective linkages are)...

Telephone Survey

May need to narrow down - kind of handicap

What kind of info want - if want broad spectrum may say handicap - may want to specify...

Do we approach by divisions by voc. ed., sp. ed., voc. rehab.

Look at pop. want to look at - for ex. ethnic have own system (like churches, etc.)

Delineate factors want to identify.

Checklist in VA - matrix developed from info. received from (rehab. & voc. ed.) locals about their services.

- Maryland has several resources for data collection. Bill Halrin has the info. - did Maryland.

  did to get at much more than a referral system - collaboration effort & identify problems & solutions (linkage should facilitate that)

  initial agency that student goes to will determine types of contact he/she will have - (starts in preschool) if have deaf child - tying in with hearing organization.

- looking for brokeage or intervention system ? need to determine

- may want to randomly call people around the country

- may talk directly with handicapped consumers...

what linkages have with local rehab. person, etc.

0-5 years old - if it is working out for later - if find effective system then good odds later years are connected...

could use control group of people in community - to check out whether professionals are saying what's going on...

Part II Topic III

Role of VR at district/counselor level

Effective Approaches

Level of understanding about what VR Counselor does - whatever VR does in voc. objective...

Conflict because laws have changed VR policy, guidelines - misunderstandings about what VR can do - inservice training, reinforcement from the top can help elevate these problems.

Communication problems can cause difficulties in serving h.c. persons - counselor may not get info from above.

VR gets clients from all kinds of services - agencies, etc.

VA trying to get one form for IEP - has in agreement (VR) to set in on IEP - because of fed. guidelines couldn't get same form...

State level - trying to get straight on role of VR in IEP in VA.

85 - 313 money - funds to help in mental health (VA uses it this way) & MR agencies - students under 21 who didn't receive certificate or diploma - can develop project to serve youths in this category -

School boards have subtle ways to deal with these kids (youths mentioned in 85 - 313 money category) call them drop outs rehab. aide, counselor, special ed. & clerical workers of schools to identify "drop out" & condcut education like life survivals, living in community - too early to tell success - 7 teams up to 10 teams working with local school systems...Rehab. Ed. Project teams may serve 30-80 clients per team...some kids even go back to school after working with this team...
(Found school bd. didn't want to fund h.c.)

Non-assessment curriculum - on the ed. side - Paul Power - U. of Maryland - special ed. teachers getting degrees in rehab. impacts on curriculum focussing on advocacy - and their role in local ed. system found this effective in the end of services to client - school system hires VR counselor (for ex. in jr. high) beginning to work with kids - talking with families about IEP's, etc. - advocacy for h.c. persons

Career Voc. Project - what Beatty talked about...

U. of Maryland does inservice training regarding advances, etc. in local areas

Worksheet II: Unresolved issues on barriers

lack of personnel to get the jobs done for services to h.c. (sometimes in rural area not enough people to ge around)
time involved - not enough and lack of personnel (one counselor perhaps covering six school districts)

gray area of vocational evaluation - real barrier...now changes in guidelines - educators may still look to VR to do voc. eval.
budget constraints in VR

Schools get involved in voc. eval. - private non-profit workshops running into problems - competing for clients (NJ)

In Maryland - voc. eval. done by CETA, rehab. facilities, public schools - so many different sources...most expensive least cost effective areas - would like to see more cooperation of voc. eval. away agencies...in some places in MD same counties have 4-5 facilities - some zero

NJ - private voc. eval. not funded by State - taking hard look...

Topic IV: Inservice Training

Effective Approaches:

University of Maryland - developing modules for local levels - based on needs...

grass roots level more communication than on supervisory level - eagerness to establish cooperation - establishing who does what

Neil Carey - Experienced Based Career Ed.
prepares school people kind of community
necessary (lot of handicapped participate)

funding for inservice in Maryland split funds for programs (50% voc. ed., 50% spec. ed.)

NJ - looked inhouse at professionals those who provide technical assistance - looked at State level - sensitivity & awareness of h.c. - inservice credit by college - staff point of view good idea

staff then wanted same kind of team that divisions could use to take to locals-special ed. main agency - cause already established inservice modules -- some problem with inservices - some people go - usually special ed. local director (they get out the easiest) - instead get State people in local schools during this inservice school days - let teachers become to sensitive to h.c. needs - State going to locals - get better attendance - presenters have to know materials & to make it interesting.
County system works well - easier to get to county level - better than State or regional - feel close ties - less reluctant by local admin. to release teachers to co. level - then if like presentations usually get asked to come to local schools.

Tom Schet (U. of Kansas)

identify educators of leadership qualities in locals - focus on running workshops for year training program - then these people go back & work with locals...voc. ed., guidance, & special ed. teams formed

Needs assessment (Gene Hall - Texas)

looked at stages peole go thru for innovation
needs assessment usually adapted at early stage of innovation - fail to realize needs change as person goes through innovation--that's why these local schools ? can help this ongoing process

Pay for substitute teachers in order for attendance at inservice (MD) then another thing if during summer - teachers want to get paid

MD - many counties don't want top admin. leaving (the sups. don't want admins. going out of county 1 - have to go to locals - locals don't go to State - 1 - 2 - 3 years ahead for inservice planning to help locals get to conferences)

Beatty developed modules concerning stereotypes of h.c. (for inservice) can be used in faculty or staff meeting

VA - 3 year project of inservice all voc. ed. teachers have trained regional people - also using universities for delivery (however problem with universities sometimes people doing it didn't have good background)

encouraged local level participation by rehab.
yet state level nothing really structured (VA)

in rehab. exp. counselors are pulled away constantly for training - supervisors feel getting pulled away too much - so try to combine (if supervisors go - then come back and really don't share info - not just a problem for rehab.)

budget constraints any problem (travel, meals)

MD--teachers get two days off to visit community (voc. ed. teachers) hope for dialogue between teachers & employers--

problem - voc. eval. needs more inservice - find locals using voc. eval. only for placement purposes in programs - not to help kid in training as well --

locals voc. ed. go thru voc. eval. themselves - helps them understand process.

NJ--Comprehensive System of Personnel Development
(CSPD) - presently doing needs assessment of voc. ed. & h.c. persons in this class - in NJ state has monies - in MD these funds given to locals -

VA--voc. ed., special, ed., G & C total development training for education

NJ--has academy (Commissioner) - superintendents come & find out what happens

need to look at pract. ? in the field for inservice
follow-up is important - really need local level support - need very direct support (go into the classroom & support teachers) - perhaps inservice team

if build support or follow service in inservice plan can be very effective or at least helpful

ownership is by-product as result of inservice

dissemination of results to workshop participants or shared with other counties

NJ--worked with G & C - did state wide workshops - mailed out attractive brochures - got lot of P.R. - sent T.Y. to superintendents (didn't pay by State) because got lots of P.R. which is important

NAVESNP very active in State of MD - linkages, etc. - can occur thru state organization...lot of informal inservicing go on thru this means.

inservice - can be problem 'cause people just come & listen - just take things back & shelve it - another problem same person comes from CEA(?) -

problem inservice general - can't transfer info. to their own area - need to find specific info. & have some there in local area to help as problems come up - grad. students or teachers provided this kind of help

people who do inservice aren't trained in mechanics & techniques of inservicing - poor planning & design

problem: state level do inservice & can't follow-up

MD - G & C did action plan at the inservice - principal then came in & signed off - came to schools for follow-up at least 2 times
model could be applied to multi disciplinary approach

get ideas from people & then see how it is (visit programs) carried out (interagency cooperation)

specific training in inservicing needed (need training in "how to do inservice")

sequential outline of activities for doing inservice (do's & don'ts) military & American Management good resources...Employment in Handicap (problem sheets)

what do you select - don't give too much info. - overload can be a problem with inservicing

need to make inservice entertaining

Preliminary Planning for June

states need at least 8 weeks for invitation for conference to arrange travel, etc.

time to share materials with other states & see Wisconsin Voc. Center

let us know about other states doing linkages...

draft copy of handbook - try to get it to people ASAP.

include career ed. people - important aspect in linkage activities...

What are Linkages?

Links are continuum of degree within our power.

Ina: any relationship - formal or informal
tying in of resources to provide services to govern group.
must be some over lap in agency to provide service otherwise gaps may arise. (services must be timely)

linkages - broad spectrum, a tool

clarify own thinking

share feedback with others

give us info.

issue who takes level in getting professional areas to work together, voc. ed., sp. ed.
need commitment from top agency heads.

What is difference between state level agreements that are filled and those that are carried out?

Locals need support from state to keep carrying out links ($, letter of rec., etc.)

State level people need coop letter of reminder that is consistent across professional areas.

Need flexibility for local states meet needs, but also some specificity in time lines in terms of developing and implementing guidelines

John - must use powerful persuasion with no penalties. Focus on serving their mutual needs.

Locals may have impression state level persons do not talk together, even if they do.

Joint state funding of projects at local level may enhance local linkages.

Question: Who has, what were problems & results if you haven't done it, why not?

Get commitment of local school superintendent.

Concept: Client as Consumer

Another: Professional as consumer. News referrals, similar benefit issue, most for $ spent, professional resources to tap good results.

This could be focus of handbook.

Big Absense - career guidance, assessment, career planning, decision making, career choice forth(?) Who should do this?

State level people get perceived as provider of beneficial services, and if call, e.g., regional meetings, people come because they believe they will learn things that will benefit them locally.

Mary - link local level advisory groups - overlap member and/or have spec. ed. director, voc. ed. supervisor and VR rep. coord. input to such advisory groups.

State and local linkage groups must be given specific activities, direction and purpose or they will fail.

Must tackle real problems, not hyp. ones or theoretical ___?___ venture, designate who does what, when & follow-up. Must let locals own ideas, solutions, etc. Mandated acts are often met with refusal, sabotage and give locals credit or not.

How do you build permanence into linkage agreement and activities?

Formal agreement doesn't insure permanence of coop effort.

Parents influence can help continuity.

Help local agencies recognize what their needs are and what resources are available in that area.

State levels could help locals learn both these. (e.g. regional meetings, our career/voc. book).

State levels must provide locals with reinforcement and provide concrete activities, workshops, goals, support mechanisms and resource provision reinf. and communication and allowing them to come up with own resoultion to situation.

Publicize exemplary efforts.

What to di if other group sends non power person, not decision maker, to linkage meeting.

Re-training

commitment of $

rights for ed. vs. eligibility program for VR

sp. ed. $ could be used for voc. ed. or guidance but very little is.

if appropriate, prog. is voc. ed., you own spend $ for it. Academics would then be support services, not curx of program.

initiating point

system of services

how deliverers perceive each other depending on what population group you talk about, reps. from these will ask different sources when they need aid.

"How do you work out solving problems which need more involvement than just your professional speciality?"

Often initial agency parent goes to will determine type and direction of services that person will receive.

"May call HC people, or random people to get cross section of US population."

Find good 0-5 prog and probably then older services will also be very good.

Ask professional what they do to work with other professionals and can you give me names of someone you worked with recently?

Could ask clergy from same area re: what services are available?

Talk to some HC also (VR groups active advocates and inactive ones who are much less familiar with what is available.)

Maryland Model Notes

if school divisions secondary to local agreements.

Ruth B. - MD - admin. manual re: state resp. of sp. ed., voc. ed. & VR level respon. for total delivery of ed. services: sp. ed. purview 1/4 leg. meetings of interdivisioned committee on voc. ed. after 6 divisions

Debbie Starrett - all regional admin. VR, Voc. Tech. Ed., also meet as subcomponent of this group. 2 meetings in May - inservice, Gary Meers, will follow up with tech. asst. for local agreements.

Don Smythe - local educators ahead of state level ed. people. VR - coop local agreements - formal for 15 years, informal earlier. Want ed. guidance coun. to be lead profession of the 4, and be included. He likes this as a model for service linkage. For him "model" = "small" imitation of real thing vs. ideal way to be parrotted by others.

Dennis H. - inservice training modules - on HC ? - want joint presentations of inservice training in prof. areas. Admission Review & Dismissal Process, procedure for determine eligibility for IEP & HC services. Modules could be used by LEA to do own inservice or used by outside ones to do inservice.

Chuck Beatty - special ed. component of indust. art masters, Ph.D. sp. ed. can take indust. arts and voc. ed. experiences. 2 courses--seminary, practicum. Most participants are classroom teachers, some are VR. Their project pays partial tuition and substitute time to school dist.

Mary (guidance) - state mandate ed. action plan for guidance, and some $. MD needs to start from scratch to open lines of communication from VR to school and vice versa.

Don Smythe - "State level ed. hasn't enough clout to convey state policies to locals and get them to implement

Starrett - State level ed. needs clarification of VR's role, and explain voc. ed. (state) where VR is coming from--where going.

MD - developing admin. handbook resulted from agency response to fed.

MD - 94-142 mandates sp. ed. isn't lead agency but is resp. for carrying out fed. mandates.

every co. must submit intern for enrollment in voc. ed. program & explain why your enrollment doesn't reflect demographics.

MD - voc. ed. matching $ comes from sp. ed. for no state $ for voc. ed.

MD consider voc. assessment a guidance function till personalities spe. oc. or program. Then it is 1 of support services. (Pre. voc. needs is how it is considered if spec. ed. wants to know areas to prepare person for voc. ed.)

Paul Power - 25% of his students are sp. ed. people getting rehab. degree (provide skills in voc. assessment, voc. counseling, etc., then they go back to work in their schools. Mass., Pittsburgh, Minneapolis school systems hire VR counselors. U. MD does lots of needs assessment. "Career voc. ed. proj. practicum and vice versa. ROT Center in W. VA have very innovative approaches to voc. assessment. Where voc. ed. is deemed approp., voc. person must be on ARD committee, same VR service is appropriate/appropriate = age of person.

Virginia Model Notes

Vance Horne - Task force; welfare, employment and community, CETA, Voc. ed., VR, Sp. ed. etc., meets annually, re. concerns of HC advisory committee
141 school division - co. and city breakdown
VR structured in regional basis
Problems with inservice. Voc. Ed. has $ for inservice for voc. ed. but no $ to work with sp. ed. admin. in guidance.
sp. ed. must be voc. cert. to teach under voc. ed. $
no related programs funded with voc. $. all are occ. programs.

Doris DeVries - 1st was st. level sp. ed. VR, voc. ed. agreement. Presented to locals, asked to come up with something workable in local level, signed by VR and supt. of schools. Now put in as pt. of LEA and local VR annual plans.

Pat White - would like to eval. local agreements - if doing it or not, and if so, what are they doing?

Al Green - VR often comes more in contact with guidance person than with sp. ed. Needs to get more agreement/linkage with VR and guidance.

Pat White - unresolved issues of $ and attitudes of people. Few VR counselors are involved with IEP development, Russ Horne - said St. Supt. memo said voc. person must serve on all I.E.P. if voc. ed. is requested, or voc. $ used, voc. person must be on IEP committee.

New Jersey Model Notes

program catalyst - 4 aspects of functional interagency group; 1) incentive to come 2) sanction if don't; 3) power to act 4) response for program (5) geographic closeness

John Wanat, simultaneous effort on 3 levels.
1) inter dept., group (committee-mandated by 94-142) meeting - policy who does what
2) operational group (includes Voc. Ed.-VR, Sp. Ed., CETA) implement policy.
NJ: 21 counties, 2 will be in linkages - Middlesex, Glouchester, C.
3) local level - working with county career ed. Coord. Council subcommittee on HC sp. ed. predominant resp. for ed. of HC.

Ina White - co. has 4 tasks a) ident. pop in #'s needing services b) voc. ed. related resources in co. c) draw up matrix, NR gaps, d) draw up linkages to fill gaps in services. Will result in brochure detailing services available. 2 doors to services - school or VR. Have to ident. over 21's eligible for services.

Wanat - 4 people in four prof. sp. areas (co. have been assigned to monitor coord. and linkage for voc. ed. (and other) services to HC looking for evidence of formal and informal agreements both want to establish continuing interagency cooperation. 612 school districts in county. 4 agencies talk to one another on monthly basis. County career ed. coord. council hired sp. ed. comm. call, CR, Voc. ed. center. Set no priorities, devel. funding matrix, career ed. coord. pd by st. works for co.

Jackie Stefkovich will send me NJ NY V.I.P.R. BEH regional agreement sp. ed. - level agency for overall linkages.

Ina - many locals links came about from PALS groups - "professionals at lunch sometimes" - leads to informal linkages among groups. People were invited to participate in linkage project through co. Supt. of schools office. Other wise no one would come to meeting.

George: "Rehab. Ed. Project" - political and personality factors in choosing 2 coop. counties, Dept. of Ed. gives VR 89-313 $ i.e. reimburses VR for tr. they give to less than 21's who haven't received certificate or kiploma.
VR develops projects to serve youth in that category.
VR, sp. ed. rehab. aide less rehab. clerk team of 4 to work with these youth. Been doing this 15 months. 10 teams, several youth return to school. 30-80 clients per team.

a) inservice supervisory level - less communication across professions than at local level.

Gary - exp. based career ed. inservice training.

Maryland splits cost of inservice training between voc. ed. and special ed. 50-50

John - NJ - sensitivity inservice training - U. cr. etc. special ed. teams - tr. sp. ed. but recently started training for home ec. etc. NJ now tacks with inservice that prof. dis. set up and tacks on to it. The st. goes to them, vs. them coming to us.
Vo. ed. presenting to sp. ed. bureau - raise issues that can be resolved mutually. Will utilize co basis for conference.

Tr. prog. (Skirter) Kansas. focus on training techniques rather than contact. (Grade level training course). pt. 1 - conduct inservice, pt 2 - curric. dev. for voc. sp. needs students.

Gene Hall et. al. (T) looked at stages peole go through in adapting innovation. Need needs assessment at stage.

Supts reluctance to release teachers during day.

MS Voc. div. won't pay per diem in summer unless curric. dev. is done.
Chuck Beatty - developed 5 modules - reduce stereotyping etc. self ones.

b. Inservice

Frank Sharkey - NY does hands on exp. of being HC

barrier for VR counselor asked to help other agency training up to 1/3 of their year - need to do own job, $ for travel is also a problem.

MD-- gave $ for ea. teacher to take 2 days off. Planning to build in talk between teacher and employer re HC persons

Need training of school persons on how to interpret eval. and structure whole program.

problem - eval. used to place student in class, not help teacher structure program.

MD (guidance) voc. ed. teachers went through eval. themselves. Had teams for 2 days - voc. teacher, guidance coun. guidance sup. reg. counselor.

MD - inservice given to locals, little kept at st level.

VA - 3 people to develop inservice training

MD - principals academy - inservice mechanism run through the st. each dev. contributes $ to support it.

Problem

must rely on practitioners in field to conduct/run inservice training program.

Followup is important - go into classrooms, provide direct support. Build inservice design so locals own it. "Local ownership is key" Jackie (NJ) 25 programs doing coop. pupil personnel services.

MDs AVESNP is active.

c. problem - teacher, principals and administrators aren't inserviced on same subject at same time, so they're able to give mutual support.

To often inservice is not active participate. All sitting and listening.

Inservicing same person (volunteer etc.) who may know it already.

Level of specificity of training some can't transfer what they hear to their own area. Need follow-up to deal with ea. different area and longitudinal inservice. U. MD - provided training and followup with prof. and grad students.

Problem - inservice trainers are not technically and mechanically proficient in providing inservice training e.g. unappropriate assumptions, passive, no needs assessment, no follow-up etc.

Resources are there, but they are not put in places used.

MD guidance - 3 wk. live in workshop for 300 guidance counselors, and had to develop action plan. Principal came in at the end, reviewed it and had to sign off on it. Follow up was done twice in next year for each participant.

Inservice

MD inservice ident. local leadership - helped plan, run training, and carry out follow-up (5 yrs ago) AIR helped them in eval. design. other U. people were consultants. This model could be used with multi. professionals, any content.

What do you need yourself

1) be in group process, hear description them go to see them in action.
2) would like training in how to do inservice training and possible methods.
3) articulated sequenced sequence of activities on how to present training NB Amer. Mgmt. Assoc. and Military
4) how to choose most needed topics and give them what they need.
5) how to present sessions which are entertaining
6) learn to use talents of those in home state and turf.

Appendix A-4

Linkage Handbook Contents

Summary

1. Rationale for developing linkages	
a. yes	22
b. yes - but not too lengthy	1
2. Legislation and linkages	
a. yes	20
b. no answer	1
c. no	2
3. Principal agencies to be involved	
a. yes	20
b. yes - but present sample models due to variation across states: locals.	1
c. no - may be too different from State to State, local to local.	1
d. no	1
4. The linkage agreement areas of responsibility	
a. yes - as suggestions	1
b. yes	19
c. yes - not the actual agreements, maybe only a few of the very best samples	1
d. no	2
5. Considerations for linkage committees at the local level	
a. yes, and samples/models of what some committees engage in	1
b. yes	19
c. no	3
6. Components of effective linkages a. at State level b. at local level	
a. yes	22
b. yes - guidelines and potential sources of contention	1
7. Development of cooperative agreements	
a. yes - functional	1
b. yes	20
c. yes - limited	1
d. no	1

8. Implementation of cooperative agreements

a.	yes	23

9. Evaluation of cooperation agreements

a.	yes	23

10. Staffing agreements - Who does what

a.	how is this different from 5, 7, 8	1
b.	yes	16
c.	no	3
d.	no answer	1
e.	no - this would depend upon the set-up of the individual state and resources	1
f.	not sure what this means, but think at local level	1

11. Identify population to be served

a.	no	2
b.	yes	18
c.	yes - examples	1
d.	no answer	1
e.	yes - of lesser importance	1

12. Determining local level tasks to be accomplished

a.	yes - as guidelines	1
b.	yes	20
c.	yes - examples	1
d.	no	1

13. The $ cost of linkages

a.	yes	12
b.	yes, maybe - inclusion may "present" attitudes	1
c.	no	5
d.	no - vary from State to State however general information might be included	1
e.	no answer	1
f.	yes - also potential savings	1
g.	yes and outlines/profiles	1
h.	yes, only in emphasizing that it could be cost-effective	1

14. Models of State and local linkage plans

a.	yes	23

15. Where are formal and informal agreements appropriate

a.	yes - as a discussion - also emphasis on need for informal	1
b.	yes	16
c.	no	6

16. Role of IEP and IWRP in agreements

a.	yes - emphasis on tie-in with V.E.	1
b.	yes	21
c.	no	1

Other topics which should be covered

definition of common terms that may be of conflict - i.e. Pre. Voc., Prerequisite skills, employability training work adj. personal adjustment, behavioral skills, etc.

inservice and publicity
relationship between State level linkages and local level linkages

graphic description of linkage development at State and local levels

the Handbook should be directed to local users!

in-service endeavors

roadblocks to developing linkages

problems/pitfalls to be avoided
the role of inservice/preservice training in establishing and maintaining linkages

bibliographies
contact teams in state - name and occupational responsibility by division

inservice - continuation and implementation
a. Categories of resources

personal preparation -- (this might be subsumed under other topics above) From my University perspective, this area would be important.

in-service and communication techniques
resolution achieving techniques

sequencing or progression of activities with some attention to timelines

barriers

Appendix A-5

N.J. Vocational Models for Linking Agencies Serving the Handicapped

Orientation Meeting
October 28, 1980

AGENDA

9:30 Coffee

9:45 Welcome
John Wanat, Director - Bureau of Special Programs, Division of Vocational Education and Career Preparation

George Chizmadia, Director - Division of Vocational Rehabilitation Services, N.J. Department of Labor

10:00 Introduction of Dr. Lloyd Tindall
John Wanat

"Overview and Explanation of National Vocational Model Linkage Project"
Dr. Lloyd Tindall

10:30 "Introduction of N.J. Coordinators - Model Linkage Project"
Priscilla P. Walsh, Program Manager - E.I.C./C's Edison Program

"Explanation of Role of Project Coordinator"
Ina White

10:50 Introduction of County Representatives
Jack Coogan - Middlesex County Coordinator for Career Education
Glen Earl - Gloucester County Coordinator for Career Education

10:55 "Explanation and Discussion of Project Activities in New Jersey"
Ina White

11:55 Questions and Summary
Ina White

12:05 Adjournment

Appendix A-6

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

(Coordinator's Letter #1)

November 6, 1980

Dear

We would like to take this opportunity to thank you for your participation in the initial meeting of the "N.J. Vocational Model for Linking Agencies Serving the Handicapped" on October 28, 1980. If the rest of the year goes as well, the project will be very successful in meeting its objectives.

The next meeting is scheduled for November 18, 1980 from 1:30 to 4:00 at the Middlesex County Vocational School - Burr D. Coe School 1212 Rues Lane - P.O. Box 220 East Brunswick, N.J. 08816 (201-254-8700) .

During this meeting the committee will appoint a chairperson, set up objectices and tasks and start meeting some of the goals. To facilitate this we are asking each committee member to bring the following with you:

1. Description of services provided by your agency, or other agencies that you are familiar with, re: to vocational education (e.g. training;employment orientation; career education)
2. Any current interagency agreements (formal or informal)
3. Completed evaluation of such agreements
4. Any statistical reports identifying handicapped populations served in Middlesex County

A service of the N.J. Department of Education,
Division of Vocational Education and Career Preparation,
in cooperation with the Educational Improvement Center-Central (EIC-C)

Enclosed please find a tentative timeline for meeting the objectives of the project and a summary of the October 28, 1980 meeting

Please call 201-985-7769 or 201-985-7929 by November 14th if you are planning to attend the meeting. For additional information on the project call Ina White, N.J. Coordinator at 201-527-2326

Sincerely,

Ina White

Ina White, Coordinator, N.J. Vocational Model for Linking Agencies
Serving The Handicapped

Priscilla R. Walsh

Priscilla R. Walsh, Program Manager - Edison

cc: George Chizmadia
Dean Garwood
Richard Kaplan
Robert Shanberg
Jacqueline Stefkovich
Lloyd Tindall
John Wanat

Enclosure(s): Project Timeline
October 28, 1980 Meeting Summary
List of Committee Members

Appendix A-7

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

(Coordinator's Letter #2)

November 6, 1980

Dear

We regret that you were unable to attend the first meeting of the "N.J. Vocational Model for Linking Agencies Serving the Handicapped" on October 28, 1980. If the rest of the year goes as well as this initial meeting the project will be very successful.

The next meeting is scheduled for November 18, 1980 from 1:30 to 4:00 at the Middlesex County Vocational School Burr D. Coe School 1212 Rues Lane - P.O. Box 220 East Brunswick, N.J. 08816 (201-254-8700).

During this meeting the the committee will appoint a chairperson, set up objectives and tasks and start meeting some of the goals. To facilitate this wer are asking each committee member to bring the following with you:

1. Description of services provided by your agency, or other agencies that you are familiar with, re: vocational education (e.g. training; employment orientation; career education)
2. Any current interagency agreements (formal or informal)
3. Completed evaluation of such agreements
4. Any statistical reports identifying handicapped populations served in Middlesex County.

A service of the N.J. Department of Education,
Division of Vocational Education and Career Preparation,
in cooperation with the Educational Improvement Center-Central (EIC-C)

Enclosed please find a tentative timeline for meeting the objectives of the project and a summary of the October 28, 1980 meeting

Please call 201-985-7769 or 201-985-7929 by November 14th if you are planning to attend the meeting. For additional information on the project call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White

Ina White, Coordinator, N.J. Vocational Model for Linking Agencies
Serving The Handicapped

Priscilla R Walsh

Priscilla R. Walsh, Program Manager - Edison

cc: George Chizmadia
Dean Garwood
Richard Kaplan
Robert Shanberg
Jacqueline Stefkovich
Lloyd Tindall
John Wanat

Enclosure(s): Project Timeline
October 28, 1980 Meeting Summary
List of Committee Members

Appendix A-8

United Way OF CENTRAL JERSEY, INC.
32 Ford Avenue, P.O. Box 210, Milltown, N.J. 08850 • (201) 247-3727

March 30, 1981

Dear Director/Administrator:

Recently, New Jersey was selected as one of three states to participate in a U.S. Department of Education funded project to develop models for linking agenceis serving the handicapped. Within the state, Middlesex and Gloucester counties were recommended to pilot the project. An Ad Hoc Committee, chaired by Mr. Harry Russell, Administrative Director of the Mental Health Institute, John F. Kennedy Medical Center, has been working to meet the goals of the project.

One of the objectives of the project is to identify all of the agencies in Middlesex County which serve our handicapped population, ages 14 through 64, through provision of pre-vocational, vocational, and related vocational services. Further, we wish to describe those existing services and determine where there are linkages among the service provider agencies.

Thus, I invite you, or your designate, to assist in compiling agency information by completing the enclosed questionnaire and returning it to me on or before Friday, April 10, 1981.

It is the intent of the Ad Hoc Committee to make all of the resources for the handicapped available to service providers and the community-at-large through various types of publications and brochures. To ensure that your agency is included and that your services are accurately reflected, please take time, now, to respond and return the information in the envelope provided.

Should you have any questions regarding the questionnaire, please feel free to call me.

Thank you for your cooperation and prompt reply to our questionnaire.

Sincerely,

Judith Levay

Judith D. Levay, Chairperson
Resource Committee
Agency Linkage Project for the
Handicapped

JDL/ban

Enclosures

SERVICE CATEGORY DEFINITIONS

NOTE: IN ALL INSTANCES, BELOW, THE SERVICE PROVIDER SHOULD HAVE TRAINED/ QUALIFIED STAFF WHO PERFORM THE SERVICE.

Vocational Evaluation - the process by which specific methods, techniques and procedures are administered--usually in hands-on-activities--to determine appropriate level of placement in a particular pre-vocational or vocational program. Results of such evaluations are kept on file and used as reference point in progress toward employment.

Health Services - these are any health related rehabilitation services which are actually provided, on site.

Skill Development - Programs which provide actual training, on site, as based on results of vocational evaluations; service provider, in this instance, may not necessarily have vocational evaluation component but would have the capacity to provide actual job training.

Transportation Services - (Transportation to and from service provider center is not included here) Once the client is on site, other transportation services, i.e.: to and from other agencies for referral follow-up service, to and from job site interviews, to and from job site, to and from health related rehabilitation, etc. are included.

Support Services - counseling, personal adjustment training, work adjustment training; Information and Referral to other agencies which can meet needs not provided by referring source; social activities; public education and advocacy

Job Placement - services of a job placement counselor, or social worker who is responsible for identifying potential job sites and for placement of employees on those sites, once employee is job ready; counselor or social worker would also work, initially, with employers to assist employee in work adjustment.

PRIMARY DISABILITY DEFINITIONS

Trainable Mentally Retarded - "Trainable" means a level of retardation which is characterized by intellectual capacity, as measured by a standardized clinical test of intelligence, which falls beyond three standard deviations below the mean; an inability to use symbols in the solution of problems of even low complexity; and an inability to function socially without direct and close supervision.

Education Mentally Retarded - "Educable" means a level of retardation which is characterized by intellectual capacity, as measured by a clinical test of intelligence, within a range encompassing approximately one and one-half to three standard deviations below the mean and a low level of ability to think abstractly.

Visually Handicapped - "Visually handicapped" means an inability to use ocular mechanisms to see within normal limits as defined by the following:

1. "Blind" means a condition in which visual acuity, with correction, is 20/200 or poorer in the better eye and which necessitates a knowledge and skill in the use of special devices or techniques, such as Braille, for educational purposes;
2. "Partially sighted" means a condition in which visual acuity, with correction, is 20/70 or poorer in either eye, or, as a result of some other factors involved in visual functioning, inhibits the effective functioning in a learning environment without special education or related services.

Auditorily Handicapped - "Auditorily handicapped" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms as distinguished by the following:

1. "Deaf" means loss of hearing, which is so severe that the person is impaired in processing linguistic information through hearing, with or without amplification and educational information is adversely affected;
2. "Hard of hearing" means a loss of hearing, which may be permanent or fluctuating and adversely affects a person's educational performance, but which is not severe enough to warrant classification as "deaf."

Communication Handicapped - "Communication handicapped" means a communication disorder in native speech or language to a severe extent which seriously interferes with the ability to use oral language to communicate.

Neurologically Impaired - "Neurologically impaired" means a severe and specific impairment, disorder or dysfunction of the central or peripheral nervous sytem which adversely affects the educational performance of a person and is not manifested as any other educationally handicapping conditions.

Perceptually Impaired - "Perceptually impaired" means the exhibiting of a specified learning disability due to a disorder in one or more of the basic psychological processes involved in understanding and learning and which affects the ability to listen, think, speak, read, write, spell and learn arithmetic to the extent that special education and related services are necessary for achievement and successful performance in an education program. This definition does not include the manifestation of learning problems which are due primarily to any other educationally handicapping conditions or to environmental, cultural or economic disadvantage.

Orthopedically Handicapped - "Orthopedically handicapped" means a condition which, because of malformation, malfunction or loss of bones, muscle, or body tissue, necessitates special education or related services, special equipment, or special facilities to permit functioning of normal learning processes, participation in regular school activities and maintenance of interpersonal relationships.

Chronically Ill - "Chronic illness" means a chronic condition such as tuberculosis, lowered vitality, cardiac condition, leukemia, asthma, seizure disorders, or other physical disabilities which make it impracticable for a person to receive adequate instruction through a regular educational program.

Emotionally Disturbed - "Emotionally disturbed" means the exhibiting of behavioral disorders over an extended period of time which adversely affects educational performance and may be characterized by any of the following manifestations: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships; inappropriate behaviors or feelings under normal circumstances; a general or pervasive mood of unhappiness or depression; and/or the development of physical symptoms or irrational fears relating to personal or school problems.

Socially Maladjusted - "Socially maladjusted" means a pattern of social interaction which is characterized by conflicts which cannot be resolved adequately with the assistance of authority figures, or behavior that seriously interferes with the well-being or the property of others and is not due to emotional disturbance.

Multiply Handicapped - "Multiply handicapped" means the presence of two or more educationally handicapping conditions which interact and result in problems so complex that placement in programs designed for a single handicapping condition will not result in significantly meaningful educational growth and achievement.

Attachment A-9

MIDDLESEX COUNTY AD HOC COMMITTEE FOR LINKAGES IN SERVICES TO THE HANDICAPPED

SERVICES QUESTIONNAIRE

1. Name and title of person completing this form: ____________________

2. Name of Agency: ______________________________________
(full name, no abbreviations)

3. Address (Local Headquarters) ______________________________________

____
(City) (State) (Zip Code)

4. Telephone ______________ 5. Emergency Telephone ______________
(area code)(number)

6. Days and Hours of Operation: ______________________________________

____

7. Name, Address & Telephone of all outreach locations in Middlesex County & Franklin Township: (use additional sheets, if necessary)

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

8. Fees:

_____none charged _____set fee _____sliding scale fee

9. If fees are charged, who pays for services?:

_____client _____medicaid _____other (specify)
_____private insurance _____third party ______________

10. What is the normal waiting period before receiving service?

_____none _____1 week _____1 month
_____usually same day _____2 weeks _____more than 1 month
_____less than 1 week _____3 weeks _____varies (specify, below)

____
____
____

11. What are the best methods for inquiring about, or requesting services?

_____walk-in _____phone call _____referral required

12. If your agency has bilingual staff, what languages do they speak?

_________ _________ _________ _________ _________ _________

13. Eligibility requirements:____

____

____

____

____

14. Are services restricted to residents of a particular geographic area? (Please check only one)

_____no restrictions _____county _____region

_____municipality _____state _____other (specify)

____

15. Is the agency a private, non-profit organization? _____yes _____no

16. What accommodations does the agency have for handicapped clients?

_____fully accessible _____ramps _____wheel chairs

_____wide doors _____rest rooms

_____elevators _____transportation to and from agency

17. SEE PAGE 67 FOR THIS QUESTION.

18. In the spaces below, please list other agencies, organizations, departments of government, etc., with which your agency has either formal or informal linkages.

Formal linkage is defined as having some form of written agreement or contract.

Informal linkage is defined as having a verbal agreement or understanding in interagency cooperation and coordination of services.

FORMAL	INFORMAL
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

17. SERVICES PROVIDED

Instructions: Using definitions on attached sheets, check off those services that are major, or primay services which your agency provides.

Primary Disability	Vocational Evaluation	Health Services	Skill Development	Transportation	Support Services	Job Placement
Trainable Mentally Retarded						
Educable Mentally Retarded						
Visually Handicapped						
Auditorily Handicapped						
Communication Handicapped						
Neurologically Impaired						
Perceptually Impaired						
Orthopedically Handicapped						
Chronically Ill						
Emotionally Disturbed						
Socially Maladjusted						
Multiply Handicapped						

Please return the completed questionnaire no later than:
FRIDAY, APRIL 10, 1981
Use the enclosed envelope, Atten: J.D. Levay THANK YOU.

#143

A NEW JERSEY VOCATIONAL MODEL
FOR
LINKING AGENCIES SERVING THE HANDICAPPED

EIC/C'S EDISON PROGRAM
BLDG. 871 - PLAINFIELD AVE.
EDISON, NEW JERSEY 00817
(201-985-7769)

An Annotated List of Resources that Provide Information

About the Handicapped Population in New Jersey

January, 1981

During FY 81, EIC/C's Edison Program received a small grant from the Wisconsin Vocational Studies Center to set up a New Jersey Vocational Model for Linking Agencies Serving the Handicapped. For further information on this project, please contact Ms. Priscilla Walsh, Program Manager - Edison Program (201-985-7769).

*Available for reference at the New Jersey Occupational/Consumer Resource Center (EIC/C's Edison Program)

New Jersey Welfare Council. Directory of Social Welfare and Health Services in New Jersey 1973. Trenton: New Jersey Welfare Council, 1973. Copies available from Department of Community Affairs, Office of Public Information - Publications Section, P.O. Box 2768, Trenton, N.J. 08625.

> Lists government and non-profit social welfare and helath resources in New Jersey. Includes civil rights organizations, charitable and volunteer organizations. Citations include address, phone, brief description and area serviced.

Middlesex County Planning Board. General Statistics for Middlesex County. April, 1978. Middlesex County Planning Board, 40 Livingston Avenue, New Brunswick, N.J. 08901.

> Statistical data on housing, employment, population, land use, and tax rates. Population break-down by sex, age, minority status.

Foster, June C. Guidance Counseling, and Support Services for High School Students with Physical Disabilities 1977. Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, MA 02138.

> Manual and resource list for use with physically handicapped students. Includes information on testing for disabilities and preparation for careers. Part II lists state resources of use to school personnel and students with physical disabilities. (NJ O/CRC has New Jersey's list)

Division of Vocational Rehabilitation Services, Handbook for NON VR Professionals on Vocational Rehabilitation. New Jersey Department of Labor and Industry, Division of Vocational Rehabilitation Services, 150 East State Street, Trenton, New Jersey 08625.

> Pamphlet explaining eligibility criteria and services of Division of Vocational Rehabilitation Services.

United Way of Central Jersey. Human Services Resource Directory for Middlesex County and Franklin Township, 1977. The Planning and Program Development Division of the United Way of Central Jersey, Inc., 142 Livingston Ave., New Brunswick, New Jersey 08902.

> Lists non-profit, state licensed and/or private agencies servicing citizens of Middlesex County and Franklin Township. Listed by function and alphabetically. Citations include agency address, phone, brief description, area serviced and fees if any.

Legones, George, Middlesex County Comprehensive Annual Social Services Plan for FY'80, 1980. Department of Health and Social Services. Board of Chosen Freeholders, County of Middlesex, New Brunswick, New Jersey 08903.

Provides overview of social services planned for county and of offices which will administer services and funds provided under Title XX. Statistics provided on handicapped, disabled, abused and neglected, problem drinkers, mental health.

Richardson, John. The Middlesex County Comprehensive Social Service Resource Directory, 1978.

Guide to social services within the county. Agencies listed by alphabetical order and function. Citation include address, phone, brief description, fees if any, waiting period and area serviced.

Middlesex County Three Year Plan to Improve the Community Support System for Severely Psychiatrically Disabled Adults.

Outlines plans to provide assistance to psychiatric patients released from hospitals but unable to live in community without assistance.

New Jersey Work Force Population with Handicapping Conditions.

Statistical estimates of disabled population in New Jersey based on figures gathered by U.S. Census Bureau in 1976. Population break down by race, unemployed, handicapping conditions given for each New Jersey county.

New Jersey Developmental Disabilities Council, and Facilities Construction Program, 1980 Annual State Plan for Developmental Disabilities, 1980. New Jersey Developmental Disabilities Council, 101-110 North Broad Street, P.O. Box 1237, Trenton, New Jersey 08625.

Planning, administration, and provision of services for persons with developmental disabilities in New Jersey. Statistics on developmental disabilities population.

Special Child Health Service. Resources for Detection, Prevention, and Treatment Services for Children with Handicapping or Potentially Handicapping Conditions, 1980. Special Child Health Services, New Jersey State Department of Health, Trenton, NJ (609-292-5676).

Lists ambulatory services and centers funded by Special Child Health Services. Citations include address and phone number.

ADDENDUM:

Brolin, Donn E., ed., Life centered career education: a competency based approach. 1978, The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091.

A curriculum and materials guide focusing on 102 specific competencies in the domains of daily living skills, personal-social skills, and occupational guidance and preparation. Presents behavioral objectives, suggested activities and suggested personnel responsibilities. Curriculum is designed for infusion in upper elementary and secondary levels for both handicapped and nonhandicapped students. Also useful in orienting the reader to the various domains and related competencies that can be addressed in career education programming.

Brolin, Donn E., Donald J. McKay and Lynda L. West. Trainers guide to life centered career education. 1978. The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091.

Provides directions and materials for a series of workshops aimed at creating a team of educators, parents, and community personnel who can develop and monitor a career education program appropriated for their community. A companion volume to the above cited Life Centered Career Education, this guide is designed to help administrators initiate an infused career education program for handicapped students in secondary schools.

Brolin, Donn E. and Charles Kokaska. Career education for handicapped children and youth. 1979. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Presents a comprehensive treatment of career development needs of, and appropriate services for, handicapped individuals - stressing the importance of systematic coordination of school, community and family activities. Two of the chapters focus on the involvement of business and industry, and of community agencies and organizations in the school's efforts. A wealth of resources are cited including organizations and instructional resources.

Brolin, Donn E. and Pamela A. Mauch. Career education for persons with handicaps: a bibliography, 1979. CEPP Project, Career Education Personnel Preparation, 16 Hill Hall, Columbia, MO 65211.

Cites journals, books, monographs, and information sources pertaining to career development of handicapped individuals.

Education Commission of the States. Collaboration in State Career Education Policy Development: the role of business, industry and labor (Report #17). 1979. Career Education Project, Education Commission of the States, 1860 Lincoln St. Suite 300, Denver, CO 80295.

Reports on state level policies and efforts to promote education-work collaborative involvement of business, industry and labor as reported by that sector and by state career education coordinators.

Hoyt, Kenneth. Monographs on career education. A series including the following titles: A Primer for Career Education; Refining the Career Education Concept: Part III, 1978; Refining the Concept of Collaboration in Career Education, 1978.

Up to 5 copies of each title available free from Office of Career Education, U.S. Office of Education, Regional Office Building #3, Washington, DC 20202.

This series discusses attitudes, issues, resources and mechanisms involved in collaborative career education.

The President's Committee on Employment of the Handicapped (1111 Twentieth Street, N.W., Washington, DC 20210. Phone: 202-653-5044) makes available the following titles:

- Affirmative action for disabled people: a pocket guide.
- Guide to the placement of mentally retarded workers
- How to accommodate workers in wheelchairs
- Job ready handicapped Americans are finding more business acceptance
- Respond to mentally restored workers
- Respond to workers with epilepsy
- Respond to workers with muscular dystrophy

These brochures and reprints may be helpful in sensitizing prospective team members (particularly business and industry representative) to handicapped individual's potential as productive workers. The materials may also be useful in implementing strategies that involve community sensitization and job development.

Ringers, Joseph. Creating interagency projects...schools and community agencies. 1977. Community Collaborators, P.O. Box 5429, Charlottesville, VA 22905.

Designed to help leaders ("enablers") promote new interagency programs which share space, staff, costs, and/or other resources. Discusses interorganizational and interpersonal dynamics, the nature of bureaucracies, and strategies for influencing and working with them as well as the qualities that the enabler must develop and demonstrate in order to be effective.

Research Utilization Laboratory. RUL#6: Guidelines for interagency cooperation and the severely disabled. 1977. Research Utilization Laboratory, Jewish Vocational Service, 1 South Franklin Street, Chicago, IL 60606.

Designed as a tool to help rehabilitation agencies decide how to coordinate their efforts with those of various other service providers in the community. Discusses factors that impede and enhance interagency cooperation and presents case students reflecting various forms of cooperative relationships.

ORGANIZATIONS:

Chamber of Commerce of the United States, Education and Manpower Development Committee, 1615 H Street, N.W., Washington, DC 20062.

The Chamber has been actively involved in helping local Chambers of Commerce to implement career education in their communities. The local Chamber of Commerce can be a key partner or resource in the collaborative planning effort. Further information can be obtained by writing to the above address or by contacting your local Chamber.

AFL-CIO, Human Resources Development Institute, 815 16th Street, N.W., Washington, D.C. 20006. Contact: Vincent Moretti, (202) 638-3912.

HRDI has a network of 60 local offices nationwide, certain of which are involved in placing handicapped individuals in jobs with private employers. HRDI works with unions and other concerned organizations to develop local training and employment programs and provides technical assistance regarding the development of job training opportunities, particularly with organized labor.

President's Committee on Employment of the Handicapped, Washington, D.C. 20210. Contact: Paul Hippolitus (202) 653-5059.

Distributes literature/information on job placement, vocational guidance, agencies providing vocational services, and other employment related topics.

Projects with Industry, Rehabilitation Services Administration, Room 3518, Switzer Building, 330 C Street, S.W., Washington, DC 20201. Contact: Thomas Fleming, National Project Officer, (202) 245-3189.

Promotes and funds cooperative programming among industries, vocational rehabilitation agencies, and other rehabilitation organizations concerned with the preparation of handicapped individuals for competitive employment. Referrals to programs in the PWI network and descriptive literature are available from the above address.

Appendix A-11

If you have any further questions contact:

Gloucester County
Office of Education
or
Division of
Vocational Rehabilitation
Services

Note: This brochure does not include all agencies providing services to the handicapped. It is only a starting point to find vocational services for the handicapped.

cover design by linda [illegible], commercial art
layout and production by nancy [illegible], graphic communications
students of the gloucester county area vocational technical school

Are You Looking For:

Vocational Services for the Handicapped

in Gloucester County

Who Might Inquire?

School Age - 16 to 21 years old - children who, because of some physical, emotional, intellectual or social problem need the help of a special education program in order to learn to their fullest ability (as per N.J.S.A. 18A:46-1 et seq. and N.J.A.C. 6:28-1.1 et seq.)

Who do you contact

- high school counselor or teacher
- local school district
- Gloucester County Area Vocational-Technical School 468-1445
- Gloucester County Office of Education 468-6500

Services Provided

- career counseling and guidance
- vocational assessment
- job training
- job placement

Who is Eligible?

Out of School - any age - people of working age, having a mental or physical disability that is a substantial handicap to employment and who could benefit from services to make them able to work in a competitive or sheltered situation.

Who do you contact

- Division of Vocational Rehabilitation
  - — Local Office 848-5300
  - — Trenton 292-5987
- Commission for the Blind
  - — Local Office, Camden 757-2815
  - — Newark Office

Services Provided

- diagnostic services
- vocational assessment
- counseling and guidance
- medical services
- physical aids
- job training
- job placement & follow-up

COORDINATION OF VOCATIONAL SERVICES
FOR THE HANDICAPPED

TUESDAY - MAY 12, 1981

REGISTRATION REQUEST-
PLEASE PRINT OR TYPE

Name ____________________
Home Address ____________________
City/Town ____________________ Zip ________
Phone (Home) ____________________ (Bus.) ________
School/Bus. Address ____________________
____
Position ____________________

☐ Attached is my check, P.O. or money order in the amount of $ 5.00.

Make payable to NJORC-EIC/C.

Mail to:
Mrs. Priscilla R. Walsh,
Program Manager, Edison
N.J. Occupational/Consumer
Resource Center (EIC-C's
Edison Program)
Bldg. 871 - Plainfield Avenue
Edison, New Jersey 08817

Registration requests will be accepted in order in which they are received. Attendance will be limited to 100 persons. Pre-registration deadline is May 5 1981.

(EIC/C S EDISON PROGRAM)
BLDG. 871 - PLAINFIELD AVENUE
EDISON, N.J. 08817

INVITATIONAL WORKSHOP

COORDINATION OF VOCATIONAL SERVICES FOR THE HANDICAPPED

'WORKING TOGETHER TO IMPROVE OPPORTUNITIES'

TUESDAY, MAY 12, 1981

RUTGERS UNIVERSITY
BUSCH CAMPUS CENTER
PISCATAWAY, N.J.

AGENDA OVERVIEW

9:00 a.m. Registration & Coffee

9:30 a.m. Introduction and Welcoming Remarks
- Harold Seltzer, Division of Vocational Education and Career Preparation, N.J. Department of Education.
- James Richardson, Division of School Programs, Bureau of Special Education, N.J. Department of Education.
- George Chizmadia, Division of Vocational Rehabilitation.
- Richard Smith, Governor's Grants-CETA, N.J. Department of Labor and Industry.

10:00 a.m. "An Alternative Approach to Linkage Models"
- A. Rittmaster, President, Association for the Advancement of the Mentally Handicapped.

10:30 a.m. "The New Jersey Model Linkage Project"
- Ina White, Project Coordinator.

11:00 a.m. Organization and Charge to Small Groups

11:20 a.m. Small Group Work Sessions

12:00 Buffet Luncheon Presentation: "International Year of the Disabled Person"

1:30 p.m. Small Group Work Sessions

2:30 p.m. Summary Reports

REGISTRATION INFORMATION

To register for the conference, please complete the pre-registration form and return it with your check, P.O. or money order for $ 5.00 (made out to the NJORC-EIC/C) to:

Mrs. Priscilla R. Walsh
Program Manager-Edison
N.J. Occupational/Consumer Resource Center
Bldg. 871-Plainfield Avenue
Edison, New Jersey 08817
(201) 985-7769

Deadline for registration is May 5, 1981

DIRECTIONS TO BUSCH CAMPUS CENTER

FROM N.Y. & NO. JERSEY

N.J. Turnpike South to Exit 10, Take 287 No. to the Rt. 18 Exit. Follow blue signs to Rutgers Athletic Center. Rt. 18 East to 4th traffic light (Metlars Lane). Make left to next traffic light (Davidson Rd.) Pass Admin. Serv. Bldg. make left at Bartholomew Rd. On your right pass the bank, next is the parking lot for the Center, then the Busch Campus Center.

FROM MORRISTOWN, SOMERVILLE AREA

Take 287 So. to the Rt. 18 Exit and proceed as above.

FROM SO. JERSEY & PENNA.

N.J. Turnpike No. to Exit 9. Follow Rt. 18 West towards New Brunswick across Albany St. Bridge. Take your immediate left still following Rt. 18 West (River Rd.) Go to 2nd traffic light (Metlars Lane) make right to next traffic light (Davidson Rd.) and proceed as above.

CONFERENCE HIGHLIGHTS

Purpose:

- To present participants with models demonstrating coordination of services for the handicapped and to have participants develop models for linking agencies serving the handicapped at the county/regional level.

SPONSORSHIP

This conference is being co-sponsored by the New Jersey Association of Vocational Education Special Needs Personnel; N.J. Occupational/Consumer Resource Center (ECI/C's Edison Program); and the N.J. Department of Education, Division of Vocational Education and Career Preparation, Bureau of Special Programs.

Appendix A-13

ORC

CENTRAL

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

(Program Manager's Letter)

April 6, 1981

Dear Colleague:

Your name has been suggested as one who would be interested in participating in an invitational workshop on: Coordination of Vocational Services for the Handicapped scheduled for Tuesday, May 12, 1981 at the Rutgers University Busch Campus Center in Piscataway, New Jersey.

The focus of the workshop is to bring together persons from various disciplines and agencies representing a specific region to work in small groups on a plan that would encourage coordination and collaboration of vocational services for the handicapped in the region.

All participants will be assigned to small groups organized by Educational Improvement Center (E.I.C.) Regions.

The four E.I.C. Regions and the counties they cover are: Northeast: Bergen, Essex, Hudson, Union; Northwest: Hunterdon, Morris, Passaic, Somerset, Sussex, Warren; Central: Burlington, Mercer, Middlesex, Monmouth, Ocean; South: Camden, Cape May, Cumberland, Atlantic, Gloucester, Salem.

To facilitate the development of these plans we are asking each participant to complete a Pre-Conference Form on availability of services and return it with your pre-registration.

The pre-registration form and flyer on workshop, pre-conference form, and directions to Busch Campus are enclosed.

We are looking forward to your participation in this important conference on 'coordination of vocational services for the handicapped'.

Sincerely,

Priscilla R. Walsh

Priscilla R. Walsh
Program Manager-Edison

PRW/ek
enc: May 12 W/S Brochure
Pre-conference Form

A service of the N.J. Department of Education,
Division of Vocational Education and Career Preparation,
in cooperation with the Educational Improvement Center-Central (EIC-C)

THE YEAR OF THE HANDICAPPED: WORKING TOGETHER TO IMPROVE OPPORTUNITIES

Pre-Conference Form*

County____________________

Region (EIC)____________________

Name of Participant____________________

Agency/Group Representing____________________

Position____________________

	AVAILABILITY				
Services for the handicapped (list of ideas only)	Service provided by above named agency or group	Service provided by above named agency/group to other agencies/groups (please list names on back of sheet)	Above mentioned agency/group offers this service and would/could share with other agencies/groups.	Clients/students in above agency/group receive services from another agency/group (please name)	Services needed for clients/students
personal counseling					
family counseling					
career counseling					
career exploration					
vocational training (if offered, please list program areas on back)					
vocational assessment					
work adjustment program					
work experience or co-op					
job placement					
on-the-job training					
faculty/staff in-service training					
employer sensitization					
public awareness					
Others (please list)					

Appendix A-15

orc

OCCUPATIONAL RESOURCE CENTER
Building [illegible], Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

eic
CENTRAL

To: State and Federal Committee Members

From: Priscilla R. Walsh, Program Manager-Edison

Date: January 12,1981

Re: Meeting - N.J. Vocational Model for Linking Agencies Serving the Handicapped

Enclosed are copies of the letters inviting committee members to attend the third meeting on January 27, (Middlesex) and January 29, (Gloucester).

LIST OF COMMITTEE MEMBERS

STATE COMMITTEE MEMBERS

George Chizmadia, Director
Division of Vocational Rehabilitation Services
N.J. Department of Labor and Industry
Trenton, NJ 08625

Dean Garwood, Director, Vocational Education Programs for the Handicapped
Division of Vocational Education and Career Preparation
N.J. Department of Education
225 West State Street
Trenton, NJ 08625
(609-292-5720)

Robert Shanberg, Consultant, P.L. 94-142 Programs
Division of School Programs
N.J. Department of Education
225 West State Street
Trenton, NJ 08625
(609-292-0147)

Jacqueline Stefkovich, Coordinator, Guidance and Counseling
Divison of School Programs
N.J. Department of Education
225 West State Street
Trenton, NJ 08625
(609-292-)

Priscilla R. Walsh, Program Manager - Edison
E.I.C./C's Edison Program
Bldg. 871 - Plainfield Ave.
Edison, NJ 08817
(201-985-7769)

Ina White, Coordinator
N.J. Vocational Model for Linking Agencies Serving the Handicapped
Institute for Human Services
Kean College
Morris Avenue
Union, NJ
(201-527-2326)

Federal Project Representatives

Dr. Lloyd W. Tindall, Project Director
Wisconsin Vocational Studies Center
University of Wisconson - Madison
964 Educational Sciences Bldg.
Madison, WI 53706
(608-263-3415)

orc

eic
CENTRAL

OCCUPATIONAL RESOURCE CENTER
Building [illegible] Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

January 15, 1981

Dear Committee Member:

The next meeting for the Middlesex County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped" is scheduled for January 27, 1981 from 10:00 to 12:00 at the JFK Rehabilitation Medicine Conference Room (201-321-7189).

During this meeting, the three committees will report on their progress. The committees are:

Population Identification: Pam Karmazsis
Resource Identification: John Coogan
Publicity: Harry Russell

The committee will then review their progress as measured against the time lines established in October and plan the next steps.

Representatives from Wisconsin will be present at the meeting so come prepared with any questions concerning the project.

Enclosed please find a summary of the November 18, 1980 meeting and the names and addresses of the committee. If we do not have your complete address and/or phone number please call 201-985-7769 so we can correct our list.

Someone will be calling you to confirm your attendance the week of January 19th. If you have any questions concerning the project please call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White PRW

Ina White, Coordinator-N.J. Vocational Model for Linking Agencies Serving the Handicapped

Priscilla R. Walsh

Priscilla R. Walsh, Program Manager-Edison

cc: George Chizmadia
Dean Garwood
Richard Kaplan
Robert Shanberg
Jacqueline Stefkovitch
Lloyd Tindall
John Wanat

MINUTES OF MIDDLESEX COUNTY MEETING

Meeting was held November 18 at Middlesex County Vocational Technical School. Each person present was asked to describe the work of his/her agency as it related to vocational education for the disabled and what linking agreements, if any, the agency had with other agencies. The highlights of the information shared were as follows:

1. Division of Vocational Rehabilitation -
   - A. Counseling, some placement services, and training.
   - B. Agreements- 1) Include memo of understanding with CETA, 2) Raritan Valley Workshop. 3) Word-of mouth agreement with Job Corps to provide placement, services, (medical, etc) and sponsorship for GED for their disabled clients if needed.
2. JFK Hospital -
   - A. Mental Health Services, Physical rehab and a vacational Rehabilitation department.
   - B. Agreements - fee - for service agreement with DUR
3. South Plainfield High School Guidance Dept.
   - A. Guidance and Counseling, works with child study team, coordinator who gets children jobs.
   - B. Agreements - child study teams have linkages to agencies.
4. CETA
   - A. Employment training and placement.
   - B. Agreements - Raritan Valley Workshop, DUR
5. Middlesex County Vocational Technical School.
   - A. Serves 420 Classified handicapped individuals - no deaf or blind
   - B. Agreements - DUR, Correctional facilities, and local school districts.
6. Correctional facilities
   - A. Serves educationally handicapped and emotionally disturbed; provides vocational testing and some training; attempt to find other programs.
   - B. Agreements - 1) Division of Youth and Family Services Funds Middlefields (Residential Programs). 2) Trailers from Vocational Technical School and two teachers on loan from Voc-Tech School.
7. Middlesex County College
   - A. 1) In process of establishing an adult activities center which would provide a self-development program of work activities and personal awareness (funded by DMR)
   - B. Agreement - non necessary because not providing direct services.

Participants also brought a variety of human service directories and statistical reports as examples of research that has already been done. These will be collected and held at the Occupational Resource Center in Edison for reference.

Problems and possibilities for linkages were discussed. Among the problems cited was the amount of time and discussion necessary to establish a linkage agreement. Also it was pointed out that although there may be formal agreements between departments on a state level, knowledge of these may not reach down to the local levels.

Other issues related to the project were discussed including the need to define more precisely the population being investigated and the desire for a tangible, lasting product for the project. Suggested was the establishment of a county ombudsman to direst people to appropriate services and keep them from "falling between the cracks".

Members of the committee were divided into three subscommittees: Identification of population; investigation of available county resources, and publicity. Each subcommittee will report on their work at the next meeting which was set for January 27. Harry Russell of JFK Hospital was selected as chairperson of the county groups and additional people were suggested to be invited to the next meeting.

MIDDLESEX COUNTY

Jim Alexander
Manager
NJDVRS
125 Broad St.
7th Floor
Elizabeth, NJ 07207

Charles A. Boyle
Supt. of Schools
Edison Township
Woodbridge Avenue
Edison, NJ 08817
201-548-2184

Shirlie A. Camp
Middlesex County Juvenile Facility
P.O. Box 164, Rt. 130
North Brunswick, NJ 08902
201-745-3470

Dr. John Casey
Acting Superintendent of Schools
N.J. Department of Ed. - Middlesex Co. Office
96 Bayard St.
New Brunswick, NJ 08901
201-745-3490

Joseph Columbo
Middlesex Co. Voc. School
E. Brunswick, NJ 08816
201-257-7715

Dr. John P. Coogan
County Coord. for Career Education
N.J. Dept. of Education - Middlesex Co. Office
96 Bayard St.
New Brunswick, NJ 08901
201-745-3490

Michael DeCarlo
Director of Guidance
So. Plainfield H.S.
So. Plainfield, NJ 07008
201-754-4620

Lloyd Foster
Middlesex County CETA
303 George Street
New Brunswick, NJ 08910
201-745-2026

Ms. Mary Jean Guidette
School Program Coord. II
N.J. Dept. of Ed. - Middlex Co. Office
96 Bayard St.
New Brunswick, NJ 08901
201-745-3490

Richard Hancock
Director - Community Education
Old Bridge Board of Education
Old Bridge, NJ 07747
201-727-7600

Ms. Jane Henry
Middlesex County Service Commission
North Randolph Road
Piscataway, NJ 08854
201-

Mr. Thomas Kanaly
County Adult Educ. Coord.
Middlesex Co. Ed. Vocational Service Commissioner
North Randolph Road
Piscataway, NJ 08854
201-754-3322

Pamela Karmazsis
Middlesex County College
Division of Community Education
Edison, NJ 08817
201-548-6000 ext. 350

Dr. Vincent Kloskowski
School Program Coord.
N.J. Dept. of Ed. - Middlesex Co. Office
96 Bayard St.
New Brunswick, NJ 08901
201-745-3490

Mr. William Nolan
Executive Director
Middlesex Co. CETA
303 George St.
New Brunswick, NJ 08901
201-745-3986

Ms. Nancy Pawliger, Project Coordinator
N.J. Committee Arts for the Handicapped
37 Oakwood Avenue
Edison, NJ 08817
201-

Mr. G. Pellicane
Director - Middlesex County Juvenile Facilities
P.O. Box 164, Rt. 130
North Brunswick, NJ 08902
201-745-3400

Ms. Terri Pollifrone
Director of Special Education
Perth Amboy Board of Ed.
Barracks Street
Perth Amboy, NJ 08861
201-826-3365

Mr. Harry Russell
Administration
JFK Mental Health Center
Edison, NJ 08817
201-321-7189

Dr. Carl Schaefer
Graduate School of Education
Seminary Place
201-932-7937

Mr. Anthony Vega
Labor-Industry Center
Douglas Campus
Rutgers Univ.
New Brunswick, NJ 08901

Mrs. Anita Voorhes
Dean-Continuing Education
Middlesex Co. College
Edison, NJ 08817
201-548-6000

Joseph Vuono
N.J. Department of Education
Middlesex County Office
96 Bayard Street
New Brunswick, NJ 08901
201-745-3490

Dr. Henry Zanzalari
Supt.
Middlesex Co. Voc. School
E. Brunswick, NJ 08116
201-257-3300

orc
eic
CENTRAL
OCCUPATIONAL RESOURCE CENTER
Building [illegible] Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

January 15, 1981

Dear Committee Member:

The next meeting for the Gloucester County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped" is scheduled for January 29, 1981 from 1:30 to 3:30 at the Gloucester County Area Vocational-Technical School, Tanyard Road, Sewell, New Jersey 08080 (609-468-1445).

During this meeting the three committees will report on their progress. The committees are:

Population Identification: Grace Gandini
Resource Identification: Francine Grubb
Publicity: Rhymes Humphreys

The committee will then review their progress as measured against the time lines established in October and plan the next steps.

Representatives from Wisconsin will be present at the meeting so come prepared with any questions concerning the project.

Enclosed please find a summary of the November 18, 1980 meeting and the names and addresses of the committee. If we do not have your complete address and/or phone number please call 201-985-7769 so we can correct our list.

Someone will be calling you to confirm your attendance the week of January 19th. If you have any questions concerning the project please call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White

Ina White, Coordinator-N.J. Vocational Model for Linking Agencies Serving the Handicapped

Priscilla R. Walsh

Priscilla R. Walsh, Program Manager-Edison

cc: George Chizmadia
Dean Garwood
Richard Kaplan
Robert Shanberg
Jacqueline Stefkovitch
Lloyd Tindall
John Wanat

MINUTES OF GLOUCESTER COUNTY MEETING

Meeting was held November 25 at Gloucester County Vocational Technical School. Each person present was asked to describe the work of his/her agency as it related to vocational education for the handicapped and what linkage agreements, if any, the agency had with other agencies. The highlights of the information shared were as follows:

1. Y.A.L.E. Academy - A. non-profit, private school provides employment orientation and testing. B. Agreements - with Woodbury.

2. Deptford High School - A. Comprehensive High School. B. Agreements - very few formal agreements work with Job Corps and employment service.

3. Gloucester County Vocational Technical School

   A. Training, Vocational evaluation and career counseling
   B. Agreements
      1. Students sent to Abilities Center for evaluation - informal agreement.
      2. Informal agreement with DVR

4. Educational Services Commission

   A. Does testing at non-public schools; provides range of services under migrant project.
      1. Linkages with hospitals for testing.

Participants also brought a variety of human services directories and statistical reports as examples of research that has already been done. The Gloucester County Child Study Supervisor's office is compiling a complete statistical report of persons served by special education in the County Individuals that will not be included in this report (students not placed by the public schools, those over 21 years old) were discussed as well as possible sources of information about these individuals. These sources include St. John of God, Clark House, Gloucester County Association for Retarded Citizens and Marion Center.

Members of the committee were divided into three subcommittees: identification of population; investigation of available county resources and publicity. Each subcommittee will report on their work at the next meeting, which was set for January 29. Francine Grubb of Gloucester Co. Voc-Tech agreed to serve as chairperson for the county group.

Gloucester County

David DeGroodt
Career Education Coordinating Council
Washington Township High School
Box 513, R.F.D. 3
Sewell, NJ 08080
589-8500

Glenn E. Earl
County Career Education Coordinator
Gloucester County Office of Education
Tanyard and Salina Roads
Sewell, NJ 08080
468-6500 (609) or 451-8000 (609)

Grace V. Gandini
County Child Study Supervisor
Gloucester County Office of Education
Tanyard and Salina Roads
Sewell, NJ 08080
468-6500 (609)

Francine Grubb
Director of Special Needs for County Vocational School
Gloucester County Vocational School
Tanyard Road
Deptford Township, Box 196
Sewell, NJ 08080
468-1445 (609)

Dr. Rhymes Humphreys
Director of Special Services
Public Schools
Glassboro, NJ 08028
881-2290 (609)

Carlotta Johnson
Division of Vocational Rehabilitation Services
Department of Labor and Industry
81 Cooper Street
Woodbury, NJ 08096
848-5300 (609)

Thomas McLenigan
Regional Special Services
Herbert Building
Box 8, Blackwood Road
Sewell, NJ 08080
468-2015 (609)

Louis Sarandoulias
Private School Director
Y.A.L.E. Academy
St. Stephen's Lutheran Church
230 North Evergreen Avenue
Woodbury, NJ 08096
845-9256 (609)

APPENDIX A-16

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08809

February 19, 1981

Dear Committee Member:

The next meeting for the Middlesex County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped" is scheduled for March 18, 1981 from 10:00 to 12:00 at the JFK Rehabilitation Medicine Conference Room. (201-321-7189)

During this meeting, the four committees will report on their progress. The committees are:

Population Identification: Ram Karmazsin
Resource Identification: Judy Levay
Publicity: Harry Russell
Linkage Models: L. Jay Thornton

Ina White will give a report on the Baltimore Meeting, How New Jersey compares to Maryland and Virginia, and an update on the Gloucester County Committee.

Please bring names and addresses of: 1) agencies that you think should be mailed the Linkage survey question and 2) agencies newsletter to publicize the project in.

Someone will be calling you the week of March 2, 1981 to confirm your attendance and your mailing address. If you have any questions concerning the project please call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White, Coordinator - N.J. Vocational
Model for Linking Agencies Serving the
Handicapped

Priscilla R. Walsh, Program Manager-Edison

cc: George Chizmadia
Dean Garwood
Robert Shamberg
Jacqueline Stefkovitch
John Wanat
Lloyd Tindall

Enc: Committee member list
'Publicity Mailing' Form
'Linkage Survey' Form

PUBLICITY MAILING

Please complete for any newsletter, etc. you feel should be mailed project publicity and bring to the next committee meeting or mail to:

Ina White, Coordinator
N.J. Vocational Educational Model
for Linking Agencies Serving the Handicapped
109 Henshaw Avenue
Springfield, New Jersey 07081

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

Newsletter Title: ____________________

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

Newsletter Title: ____________________

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

Newsletter Title: ____________________

"Linkage Survey"

Please complete for any agencies you feel should be mailed linkage survey and bring to next committee meeting or mail to:

Ina White
Coordinator
N.J. Vocational Education Model
for Linking Agencies Serving the Handicapped
109 Henshaw Avenue
Springfield, N.J. 07081

Agency: ______________________________

Address: ______________________________

____

Contact Person: ______________________________

Phone: ( ) ______________________________

Agency: ______________________________

Address: ______________________________

____

Contact Person: ______________________________

Phone: ( ) ______________________________

Agency: ______________________________

Address: ______________________________

____

Contact Person: ______________________________

Phone: ( ) ______________________________

Middlesex County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped"

Jim Alexander
Manager
NJDVRS
125 Broad Street
7th Floor
Elizabeth, N.J. 07200
201-

Shirlie A. Camp
Middlesex County Juvenile Facility
P.O. Box 164, Rt. 130
North Brunswick, N.J. 08902
(201) 745-3470

Dr. John Casey
Acting Superintendent of Schools
N.J. Department of Ed.-Middlesex Co Office
96 Bayard Street
New Brunswick, N.J. 08901
(201) 745-3490

Joseph Columbo
Middlesex Co. Voc. School
East Brunswick, N.J. 08816
(201) 257-7715

Dr. John P. Coogan
County Coord. for Career Education
N.J. Dept. of Edu-Middlesex Co Office
96 Bayard Street
New Brunswick, N.J. 08901
(201) 725-3490

Rosalie Burns Davis
United Way of Central Jersey, Inc.
142 Livingston Avenue
P.O. Box 1187
New Brunswick, N.J. 08903
(201) 247-3727

Michael DeCarlo
Director of Guidance
South Plainfield H.S.
South Plainfield, N.J. 07008
(201) 754-4620

Lloyd Foster
Middlesex County CETA
303 George Street
New Brunswick, N.J. 08910
(201) 745-2026

Jane Henry
Middlesex County Service Commission
North Randolph Road
Piscataway, N.J. 08854
(201)

Thomas Kanaly
County Adult Education Coordinator
Middlesex Co Ed Vocational Service Commissioner
North Randolph Road
Piscataway, N.J. 08854
(201) 754-3322

Pamela Karmazsin
Middlesex County College
Division of Community Education
Edison, N.J. 08817
(201) 548-6000 Ext. 350

George Logenes
Middlesex County Human Services Dept.
County Administration Building
New Brunswick, N.J. 08901
(201) 246-5718

William Nolan
Executive Director
Middlesex County CETA
303 George Street
New Brunswick, N.J. 08901
(201) 745-3986

Nancy Pawliger
N.J. Committee of Arts for the Handicapped
5 Pierce Court
East Brunswick, N.J. 08816
(201)

G. Pellicane
Director-Middlesex County Juvenile Facilities
P.O. Box 164, Route 130
North Brunswick, N.J. 08902
(201) 745-3400

Terri Pollifrone
Director of Special Education
Perth Amboy Board of Education
Barracks Streets
Perth Amboy, N.J. 08861
(201) 826-3365

Harry Russell
Administration
JFK Mental Health Center
Edison, N.J. 08817
(201) 321-7189

L. Jay Thornton
Graduate School of Education
Rutgers University
New Brunswick, N.J. 08901
(201) 932-7937

Anita Voorhees
Dean-Community Education
Middlesex County College
Edison, N.J. 08817
(201) 548-6000

Joseph Vuono
N.J. Dept. of Ed-Middlesex Co Office
96 Bayard Street
New Brunswick, N.J. 08901
(201) 745-3490

Dr. Henry Zanzalari
Supt Middlesex Co Voc School
East Brunswick, N.J. 08816
(201) 257-3300

Appendix A-17

6 Month Report

Vocational Educational Model for Linking Agencies Serving the Handicapped

This report is considered a six month report since it was six months ago that New Jersey was first selected as one of the three states to participate in the Vocational Education Model for Linking Agencies Serving the Handicapped. Strategies for our particular state project were developed by the state team members, consisting of John Wanat, Director, Bureau of Special Programs; Dean Garwood, Director, Handicapped Programs, Division of Vocational Education and Career Preparation; Robert Shamberg, Consultant, P.L. 94-142 Program, Division of School Programs; Jacqueline Stefkovich, Coordinator, Guidance and Counseling Division of School Programs, all in the N.J. Dept. of Education; and George Chizmadia, Director, Division of Vocational Rehabilitation Services.

These strategies revolved around the selection of two model counties in New Jersey, Middlesex and Gloucester. A Project Coordinator, Ina White, was hired to coordinate the activities in these two counties and serve as a liaison between the members of the county teams and the state team. A tentative timeline for completion of activities was developed. It was not until the end of October that the two county teams were called together and introduced to the project and it was not until the end of November that each county first met separately. Nevertheless, even in this relatively short time several observations can be made concerning our progress.

I. Positive Observations

The counties selected are excellent in that, because they present many contrasts, including size, geographical type, and services available, a much more comprehensive model will hopefully result. The project has reactivated the county career education subcommittees on the handicapped; these committees had not met in over a year and a half. Even in first discussions the members of the committees discovered services and resources of which they were not previously aware. Each county committee has selected a chairperson who is enthusiastic and hard-working and this will be a great asset to the success of the project; publicity campaigns have been initiated.

Although only in the early stages of their work, the county committees in Middlesex and Gloucester have already made several observations concerning the population being investigated, the nature of vocational education services and the process of linking agencies providing these services. It should be noted that although some of these observations may be "negative" the very fact that these observations have been made is a positive first step in acting to refine the process and achieving the final goal of improving services to the disabled. The observations made and where are:

1. The process of forming even one linkage agreement can often be an extremely long one. For example, an agreement between Middlesex DVRS and CETA took hours of work and numerous meetings to forge. (Middlesex)

2. In many cases, there are already existing linkage agreements between departments at the State level. However, they do not always filter down to the local level. (Middlesex)

3. In a small county such as Gloucester many of the required services have to be obtained through agencies in surrounding larger counties. Since each of these agencies has its own geographical requirements concerning whom it serves, the task of identifying all available resources is particularly difficult. (Gloucester)

4. Many local schools automatically screen out those students they do not think can be serviced. (Gloucester)

5. Numerous directories detailing available services in the county have been published. However, their dissemination usually ends up being primarily to those directly involved in the study. Therefore their usefulness is limited because they rarely get to the poeople who need them. (Middlesex)

6. Related to the previous observation, a strong desire was expressed that the present project not be just another survey of services. Ideally it should lead to the establishment of a county ombudsman who could be available to the disabled consumer to cut through the tangled web of available services and direct him to exactly the agency (or agencies) the consumer needs. (Middlesex; echoed in Gloucester)

II. Negative Observations

The broad definition of the population to be identified was at first overwhelming to the committees. It took a great deal of discussion to narrow down the dimensions of the project to workable proportions. The final decision has been to give primary emphasis to individuals ages 14 to 21 with all disabilities and secondary emphasis to those over 21.

Because the members of the committees (particularly in Middlesex) have so many other responsibilities and therefore have only limited time to give to this project it has been a challenge to find additional people to assist in the work of the project while still keeping the committee to a workable size. In Middlesex, several people, including the head of Human Services and the Director of United Way, have been invited to join the committee.

The importance of constant awareness of the basic needs of disabled people as we go about trying to provide services must be emphasized. This seems obvious, but is not always practiced. This was demonstrated when a conference was planned by Wisconsin's Vocational Studies Center for the three model states in Baltimore, Maryland. It was belatedly discovered that the hotel chosen to house the conference, the Baltimore Hilton, does not have accessible sleeping rooms. Therefore it will be necessary for the New Jersey Project Coordinator to stay at hotel and commute to the conference meetings. The inconvenience and extra expense that will now be required could have been avoided if there had been awareness of this basic need for a barrier-free place at the beginning of the planning. The mistake is particularly unfortunate in light of the subject of the whole project.

III. Opportunities and Expectations

As previously mentioned, on February 4 -5, New Jersey State team members will meet with team members from the other two states involved in the project to compare notes on past progress and discuss future plans. Team members from the University of Wisconsin's Vocational Studies will be coming to New Jersey the week of January 26 to meet with the county teams and provide technical assistance.

The Project Coordinator has been invited to make a presentation at the annual meeting of the Vocational Education Association in Great Gorge in April. This will be a valuable opportunity to publicize the work of the project to people from across the state.

In spite of some delays associated with the holidays coming in the first months of activity of the county committees, the enthusiastic and thoughtful responses to the project on the part of the county people and the progress already made augurs well for the coming six months. I believe New Jersey will have reason to be proud of its Vocational Education Model for Linking Agencies Serving the Handicapped.

Ina White
N.J. Project Coordinator

Appendix B-1

Proposed FY 81
Interagency Service Agreement
Between
The Department of Rehabilitative Services
The Department of Education

The Division of Vocational Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs for handicapped students involved in local school divisions, other state agencies and institutions in accordance with the Virginia Vocational Education State Plan and the Vocational Education Amendments of 1976, (P. L. 94-482).

2. Provide consultative services to local school divisions, other state agencies and institutions to assure initial placement and maintenance of eligible handicapped students in regular vocational education programs.

3. Reimburse local school divisions, other state agencies and institutions for approved vocational education programs for handicapped students in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

5. Determine the eligibility of applicants to be employed as teachers providing vocational education programs for handicapped students.

6. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Special Education and the Department of Rehabilitative Services an in-service training program on the implementation of this interagency agreement at the local level.

8. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of in-service training needs of local school divisions and State personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

9. Assist the Division of Special Education in the approval of private schools providing vocational education training for handicapped students.

10. Reimburse Woodrow Wilson Rehabilitation Center for vocational education teachers employed to provide instruction for handicapped students participating in vocational education programs.

11. Develop policy and guidelines to insure the provision of vocational education/vocational rehabilitation Services to handicapped students in the least restrictive environment at the local level.

12. Develop policy and guidelines to insure the cooperative participation of appropriate vocational education, special education and vocational rehabilitation personnel in the development and implementation of IEP's/IWRP's for special education students.

13. Cooperate with the Department of Rehabilitative Services in the development of policy and guidelines to facilitate the provision of vocational assessment services to handicapped students.

Proposed FY81
Interagency Service Agreement
Between
The Department of Education
and
The Department of Rehabilitative Services

The Department of Rehabilitative Services agrees to:

1. Provide needed consultation for development and maintenance of cooperative education programs in local school divisions, State schools, and institutions serving handicapped students in vocational education programs, (mandates).

2. Provide consultative services to local school divisions, State schools, and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

4. Cooperate with the Division of Special Education and Vocational Education in the approval of special vocational education programs for handicapped students.

6. Cooperate with the Department of Education in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Divisions of Vocational Education and Special Education an in-service education program for State and local personnel on the implementation of this interagency agreement on the local level.

8. Cooperate with the Division of Vocational Education and the Division of Special Education Services in the determination of inservice training needs of local school divisions and state personnel in the provisions of appropriate education services for handicapped students in the least restrictive environment.

10. Provide vocational rehabilitation services at the Woodrow Wilson Rehabilitation Center on a joint funding basis between DRS and local school divisions. These services will be considered primarily for those special education eligible student/clients in need of a comprehensive residential rehabilitation program and for whom services are not available in their home community.

11. Develop policy and guidelines to insure the utilization of the least restrictive environment in the provision of vocational education/vocational rehabilitation services to special education students determined eligible for VR services.

12. Develop policy and guidelines to insure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students determined eligible for VR services.

13. Develop policy and guidelines to facilitate the provision of vocational assessment services to special education students with an identified need for these services.

14. Determine the eligibility of school age individuals 16 years of age and above referred by educational agencies for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:

    - student anticipated to be within one year to eighteen months of completion of their planned public education program.

    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational/vocational training program.

15. Provide vocational rehabilitation services for those handicapped school age persons found eligible. Services will be provided in line with current DRS policy on services to school age persons. Services will be provided in line on DRS Order of Selection Criteria.

Appendix B-3

Proposed FY 81
Interagency Service Agreement
Between
The Department of Rehabilitative Services
The Department of Education

The Division of Special Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs in local school divisions, state schools and institutions serving handicapped students in vocational education programs according to P.L. 94-142 and P.L. 94-482.

2. Provide consultative services to local school divisions, state schools and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

3. Provide financial assistance to local school divisions for jointly approved cooperative vocational education programs for handicapped students. Reimburse local school divisions, state schools and institutions in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

6. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Vocational Education and the Department of Rehabilitative Services, an inservice training program on the implementation of this interagency agreement.

8. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of inservice training needs of local school divisions and state personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

9. Approve, in cooperation with the Division of Vocational Education, private schools providing vocational education programs for the handicapped.

10. Reimburse Woodrow Wilson Rehabilitation Center for special education teachers employed to provide instruction for handicapped students participating in vocational education programs.

11. Develop policy and guidelines to insure the provision of vocational education and vocational rehabilitation services to handicapped students in the least restrictive environment.

12. Develop policy and guidelines to assure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students.

13. Cooperate with the Department of Rehabilitative Services in developing policy and guidelines to facilitate the provision of vocational assessment services to handicapped.

14. Determine and refer eligible school age individuals 16 years of age and above for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:
    - students anticipated to be within one year to eighteen months of completion of their planned public education program.
    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational/vocational training program.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

SUPTS MEMO No. 5
January 13, 1981
Amended May 7, 1981

REGULATORY

TO: Division Superintendents

FROM: S. John Davis, Superintendent of Public Instruction

Carl L. Riehm, Assistant Superintendent for Curriculum and Instruction

SUBJECT: Role of Vocational Educators in the Development of the IEP for Certain Handicapped Students

The role of local vocational education personnel in the development of Individualized Education Program for handicapped students has evolved as a major concern for both special and vocational education.

The State Board of Vocational Education adopted requirements for the use of vocational funds in the Virginia State Plan for Vocational Education, Administrative Provision, 1978-82, (section 4.12 FY1978-41). The Administrative Provision states, "If vocational funds are to be utilized, the local agency shall involve a local vocational educator qualified to supervise or provide vocational education" in the development of the IEP. Thus, the composition of the IEP committee for any handicapped student whose educational program may or does include a vocational offering, shall involve a vocational educator.

This requirement applies to handicapped students identified as eligible for Special Education Services. However, students with obvious disabilities, e.g. amputees, paraplegics etc., may not be in need of special education and therefore, are not required to have an IEP. Local authorities need to be mindful of the requirements of the Rehabilitation Act of 1973, specifically section 504, as it applies to these students.

The Department of Education suggests that school divisions consider establishing procedures for the inclusion of other personnel in the development of IEP for handicapped students considering elective courses.

1. Guidance and/or vocational guidance personnel may be in a position to greatly assist a handicapped student in making career decisions.

2. Vocational Rehabilitation Counselors may be available for consultation with students who are not eligible for paid services through the Department of Rehabilitation Services. The practice of involving school division programs to DRS sponsored programs for certain eligible students.

3. Personnel conducting vocational assessments of handicapped students should also be involved in interpreting data and development of the IEP.

4. Vocational Educators must be included anytime vocational funds are used to support the vocational training of handicapped students.

Each school division should examine carefully its present procedures regarding the participation of vocational educators on IEP committees. Vocational assessment and counseling services to handicapped students should also be reviewed to determine if such services are available.

If additional information is needed, please contact Mr. James T. Micklem, Director, Division of Special Education Programs and Pupil Personnel Services at 804/225-2861.

SJD/CLR:rp

Attachments - State Special Education Regulations,
Vocational Education Administration Regulations

Regulation Authority: State Special Education Regulations
and Public Law 94-142

Appendix B-5

DRAFT

Department of Education

Planning Guide
for
State Level Interagency Collaboration

March 27, 1981

OBJECTIVES	STRATEGIES/ACTIVITIES	EXPECTED OUTCOME	TIMELINE	AGENCY RESPONSIBLE
	6.2 Agency heads authorize an individual within each agency to monitor the agreements. (Preferably the same person represented on the task force)			
7. To sign and implement interagency agreements.	7.1 Interagency task force establishes schedule for monitoring and data collection activities.	Monitoring timeline is disseminated to appropriate agencies.	By August 30, 1982	
	7.2 Conduct regular interagency program review to re-assess collaboration needs and redevelop plans for program improvement.	Revised and updated interagency agreement.		
8. To produce a document which ensures the provision of comprehensive services to handicapped children birth thru 21.	8.1 Determine appropriate procedures for adoption of the document by respective agencies.	Revised I & D State plan to include a comprehensive services delivery component.	By July 30, 1982	
	8.2 Compile and integrate the service standards, strategies for meeting service needs, timelines, monitoring and evaluation procedures.	Revised State plan for preschool handicapped children below age 5. Draft of a list of recommendations for review by agency heads which may be considered by the General Assembly.		

OBJECTIVES	STRATEGIES/ACTIVITIES	EXPECTED OUTCOME	TIMELINE	AGENCY RESPONSIBLE
	4.3 Organize groups and establish procedures for the development of requisite interagency agreements.			
5. To develop interagency agreements which will identify agency responsibilities for implementing previously recommended strategies.	5.1 Specify types and contents of formal written agreements to be negotiated on an interagency/program basis.	Draft of interagency agreement is distributed for review to agency heads.	By June, 1982	
	5.2 Negotiate interagency agreements as necessary.			
	5.3 Identify aspects of the policy structure and/or statutory base of the affected programs which require revision or clarification in support of negotiated interagency agreements.			
6. To determine a method for monitoring and evaluating the implementation of the interagency agreements which will facilitate the provision of comprehensive services and the plan therein.	6.1 Reconvene the state level interagency task force for one day to determine procedures for monitoring the implementation of interagency agreements.	Monitoring and evaluation component of total plan document is developed and disseminated to agency heads.	By August 1, 1982	

OBJECTIVES	STRATEGIES/ACTIVITIES	EXPECTED OUTCOME	TIMELINE	AGENCY RESPONSIBLE
3. To develop strategies to eliminate the discrepancies between existing and desired services.	3.1 Reconvene the state level task force for three days to:	Product is developed which documents the discrepancies.	By April 1, 1982	
	a. determine service discrepancies (gaps and overlaps)			
	b. identify strategies or develop alternative strategies to alleviate discrepancies			
	c. analyze each alternative strategy			
	d. recommend strategies*			
	e. presentations of strategies to agency heads for their review.	Report of recommended strategies is developed.		
4. Establish the organization capacity and authority base for interagency decision-making.	4.1 Define a functional system of intra- and interagency program communications to insure effective information processing and decision-making.	Agency directors formally approve developing specific agreements and personnel and resources for developing agreements are committed. Personnel should be the same person represented on the state interagency task force.	By May 1, 1982	
	4.2 Establish necessary policy and procedures pertaining to supervision, communications, and decision-making in conjunction with interagency planning and program implementation			

*Additional local interagency planning for full services will be occurring at local sites (Preschool State Implemenation Grant) with resulting recommendations being forwarded to the state level interagency task force.

OBJECTIVES	STRATEGIES/ACTIVITIES	EXPECTED OUTCOME	TIMELINE	AGENCY RESPONSIBLE
	f. develop a questionnaire to be distributed to each state agency which provides services to handicapped children			
2. To determine the current level of services available to handicapped children birth thru 21.	2.1 Collect the questionnaires and compile the information from State agencies describing services and target populations.	Services matrix is developed. Agency Fact Sheet based on questionnaire is developed.	By September 1, 1981	
	2.2 Reconvene the state level interagency task force for two days to review and verify the following: a. Agency Fact Sheet b. services matrix c. report on the analyses of current program policies and service responsibilities of identified agencies (state agency plans and relevant information)	Revised Fact Sheet Revised Services matrix Revised report of the State agency plan analyses	By October 1, 1981	
	2.3 Distribute above revised products to all agencies for final verification.		By December 15, 1981	

GOAL: To develop a plan to provide comprehensive services to handicapped children birth through 21.

OBJECTIVES	STRATEGIES/ACTIVITIES	EXPECTED OUTCOME	TIMELINE	AGENCY RESPONSIBLE
1. To determine a set of service standards/goals for handicapped children birth thru 21.	1.1 Convene a two and one half day meeting of the state level interagency task force to: a. present the rationale and the mission of the planning process b. modify the Planning Guide c. present an overview of the barriers and constraints of interagency coordination d. identify the parameters of a comprehensive service system and review the draft of the state plan analysis matrix e. develop standards which reflect all aspects of the service system under: 1. child find and screening 2. evaluation 3. program planning (IEP, IWRP) development 4. intervention/ instruction	Document which describes a set of standards for the provision of comprehensive services.	By June 15, 1981	

Appendix B-6

LINKAGE AGREEMENT
BETWEEN
THE DEPARTMENT OF REHABILITATIVE SERVICES
AND THE
LYNCHBURG PUBLIC SCHOOLS

I. PARTIES

The parties of this linkage agreement are the Lynchburg Public Schools, hereinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II. AUTHORITY

Federal Law (P.L. 93-112, as amended, Section 1361.11 and Section 1361.131); Code of Virginia, Chapter 15.1, Section 22-230.1 through 22-330.11; Virginia Department of Rehabilitative Services Annual State Plan; and other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of the linkage agreement is to provide appropriate rehabilitative services to disabled students enrolled in the Lynchburg Public Schools who meet the eligibility requirements of the Department of Rehabilitative Services. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services Needed by All Disabled Students

1. Counseling
2. Job entry skills training (classroom)
3. Work adjustment training
4. Vocational training
5. Transportation to community based work training sites
6. Job development, placement, and follow-up services
7. Service options for students terminating school training prior to graduation
8. Vocational evaluation
9. Job survey data for matching students to local employment opportunities
10. Curriculum development (basic life/survival skills)

B. Additional Needs of Special Categories of Handicapped Students

1. Trainable mentally retarded
    - a. Additional sheltered and non-sheltered employment positions
    - b. Work activity training
    - c. Counseling and support services for family members
    - d. Group home or other supervised housing

2. Physically Handicapped
    - a. Modification of community barriers
    - b. Early referral to Department of Rehabilitative Services
    - c. Physical restoration

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The School System Will:

1. Identify a contact person (Director of Guidance, Secondary Schools) for general education and all special education programs.
2. Provide initial contact with family and student.
3. Arrange initial meeting between Department of Rehabilitative Services and parent/guardian or student as appropriate.
4. Provide general information to community regarding Department of Rehabilitative Services.
5. Provide appropriate psychological, educational, socio/cultural speech, and specific medical assessment.
6. Provide academic training.
7. Provide pre-vocational, work adjustment, and vocational instruction
8. Provide counseling for academic, personal, and vocational adjustment to special education students.
9. Distribute the Department of Rehabilitative Services School Survey form to the Guidance Director of each high school to give to each member of the senior class as deemed appropriate.

B. The Department of Rehabilitative Services Will:

1. Once introduced to parent or guardian, initiate referral process.
2. Establish a regularly scheduled monthly meeting with each school being served or as needed.
3. Provide feedback to the school contact regarding services rendered to each client.

4. Make every effort to maintain counselor loads as established during the summer of each year, such that counselor assignments do not shift during the school year.
5. Provide input in the development of Individualized Education Programs (IEP) and Individualized Written Rehabilitation Programs (IWRP) for each special education student/DRS client.
6. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
7. As appropriate, certify eligibility for the Targeted Jobs Tax Credit Program (TJTC).
8. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected that DRS will provide services prior to the senior year (in any case, DRS involvement will rarely be prior to age 16).
9. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
10. Provide vocational counseling and guidance.
11. Provide job development and job placement in concert with the school system.
12. Provide physical and mental restoration.
13. Provide work study support, occupational tools, and transportation to job training sites.
14. Provide post employment services.
15. Provide transportation for rehabilitative services.

16. Provide full range rehabilitative services once student has completed a prescribed curriculum or graduate from the school system.

17. Survey the senior class utilizing the survey form when appropriate.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System Will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.
3. Distribute the DRS High School Survey form to each member of the senior class when requested.

B. The Department Will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes the following:
   a. Diagnostic information
   b. Vocational guidance and counseling
   c. Vocational testing
   d. Physical and mental restoration
   e. Work adjustment and vocational training
   f. Job development and placement
   g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is important that the SCHOOL SYSTEM and the DEPARTMENT be familiar with the services available and the operational procedures used by each agency. In-service training workshops will be conducted for appropriate staff from both agencies as needed to accomplish this goal.

A. The Department Will:

1. Include as part of their in-service training to the schools:
    a. Criteria for acceptance of a client for rehabilitative services.
    b. Types of services available.
    c. Mechanics of referral process.
    d. The IWRP. (Individualized Written Rehabilitation Program)
    e. Arrange visitations to training facilities such as Woodrow Wilson Rehabilitation Center, Sheltered Workshop of Lynchburg, etc. as requested.

B. The School will Provide to the Department Staff Information to Include:

1. Services provided by Lynchburg Public Schools.
2. Time line for providing services.
3. The IEP. (Individualized Education Program)
4. Diversity of school setting.
5. Lynchburg Public School organizational structure.

VIII. SUMMARY

This linkage agreement is set forth to provide information to both the rehabilitative services staff and the Lynchburg Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals and providing services to clients eligible for special education and rehabilitative services. It provides us with specific operational procedures for unified service delivery.

IX. TERMINATION

The conditions of this linkage agreement may be terminated for cause by either party hereto, and the agreement shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of agencies involved; or in the event of a reduction of funding of either agency, a service may be modified, curtailed or terminated upon sixty days' written notice to the cooperating agency.

I. PROGRESS IN LINKAGE MODEL IMPLEMENTATION

Since the Linkage Model was formally developed for the 1979-80 school year, considerable progress has been made. There has always been a good relationship between the Department of Rehabilitative Services and the Lynchburg Public Schools, but the formalization of this model has provided a system whereby those less personally familiar with available services can make needed contacts.

II. PRESENT STATUS OF THE LINKAGE PLANS

The model is in operation at this time, has been mutually agreed upon, and signed by local agency heads. The model has been distributed to school and agency personnel and is included in the Annual Six-Year Plan. It is annually reviewed and revised to reflect needs determined by each agency.

III. SUCCESSES OF THE LINKAGE MODEL

The agreement has provided each agency with a greater sphere of knowledge and access to consultative resources. By including consultative information from DRS, the LPS is able to plan a more comprehensive future for students currently in S.E. programs, expanding educational alternatives, and developing vocational goals.

DRS is able to identify clients earlier, monitor their school progress, plan appropriate school experiences, facilitate smooth transfers into the DRS program, and future employment.

The Linkage allows continuous, comprehensive services to students/clients and exposure of LPS personnel to ideas.

IV. UNRESOLVED PROBLEMS IN THE LINKAGE MODEL

1. Various educational planning conflicts internal within the school system.
2. Some negatively prevailing attitudes and misconceptions on the part of teachers and administrators.

V. FAILURES OF THE LINKAGE MODEL

None

VI. RECOMMENDATIONS FOR MODEL IMPROVEMENT OR FUTURE ACTIVITIES

1. Inservices for information sharing and attitude change for teachers and administrators.
2. Strong consideration should be directed toward including a vocational assessment as a standard component for certain children being staffed---could be informal but formulated with specific training in that regard and/or with consultation from the DRS evaluator.
3. Expansion of vocational education programs---not as much now in variety but in quantity and quality of already existing programs for availability to the "special student".

Appendix B-7

COMMONWEALTH of VIRGINIA
Department of Rehabilitative Services

REPORT FOR LINKAGE MODEL BETWEEN THE DEPARTMENT OF REHABILITATIVE SERVICES AND RICHMOND PUBLIC SCHOOLS

1. The Cooperative Agreement between the State Department of Rehabilitative Services and Richmond Public Schools was first initiated in June, 1966 and has continued in basically the same format since that time.

2. The present status of the linkage model between Richmond Public Schools and the Department of Rehabilitative Services is that each year the model is renewed and signed with appropriate changes made in the Agreement that are applicable in reference to changes in the law and changes in staff and patterns.

3. Some of the successes of the linkage model between the Department of Rehabilitative Services and Richmond Public Schools are as follows:

    1. Richmond Public Schools and the Department of Rehabilitative Services have been able to work cooperatively in planning appropriate programs for a changing client/student population over the years. In cooperation we have been able to develop such programs as a work adjustment program, a career readiness program, and a reading program. These type programs were provided by Richmond Public Schools through the Cooperative Agreement between the Department of Rehabilitative Services and Richmond Public Schools at the Career Education Center.

    2. Other success include the ability to plan and organize between the Richmond Career Education Center and the Department of Rehabilitative Services an effective method of placing clients on a priority basis in the Richmond Career Education Center.

    3. Another success is the method in which the two agencies have been able to coordinate services throughout the school system which enables us to effectively serve all clients. The key to our success here has been mainly due to the abilities of both the Richmond Public Schools and the Department of Rehabilitative Services to adjust to changes in program and staffing patterns.

    4. Another success which I feel is one of the major successes of this agreement is the ease with which it has been implemented over the past fifteen years with no problems which could not be easily resolved.

4. There are no unresolved problems which have not been solved in this linkage model.

5. The agencies involved do not feel that there are any failures of this linkage model.

COOPERATIVE AGREEMENT

between the

RICHMOND CITY PUBLIC SCHOOLS

and the

VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES

I. PARTIES : The parties to this contract are the Richmond City Public Schools, hereinafter referred to as the School System, and the Department of Rehabilitative Services, hereinafter referred to as the Department.

II. Authority : Federal Law (P.L. 93-112, as amended Section 1361.11 and Section 136/131) Code of Virginia; Chapter 15.1, Section 22-330.1 through 22-30.11 Virginia Department of Rehabilitative Services Annual State Plan other appropriate laws and documents (Federal and State).

III. Purpose : The purpose of this contract is to continue providing appropriate vocational rehabilitation services to disabled students enrolled in the School System who meet the eligibility requirements of the Department. The goal of this joint effort is to assist in the vocational rehabilitation of those physically and mentally disabled students 16 through 21 years of age who have a handicap to employment and have potential for employment.

The contract covers the areas of duties and responsibilities of the School System and the Department in the continuing development of the program. The contract shall be evaluated annually and revised where necessary to meet changing needs. Actual administration of the program rests solely with D.R.S.

IV. PROGRAM AND SERVICES PROVIDED

Over the past 13 years, cooperative efforts by Richmond Public Schools and the Department of Rehabilitative Services, through the successful joint program have demonstrated that employment opportunities for disabled youth are improved upon completion of such a program. The Richmond Program has aided in the successful rehabilitation of such youth during this 13 year period.

Richmond Public Schools and the Department of Rehabilitative Services recognize that joint cooperative programs are valuable and desirable and agree to work cooperatively to maintain a program for the disabled, ages 16 through 21. The disabled will include those who are physically disabled, mentally disabled and emotionally disabled who by reason of their disabling condition(s) require special education assistance or a modified vocational education program and meet the standards of eligibility as established by the Department of Rehabilitative Services.

A. The DEPARTMENT OF REHABILITATIVE SERVICES AGREES TO:

1. Cooperatively participate with Richmond Public Schools in developing comprehensive programs for the disabled.

2. Define the services to be provided by the Department of Rehabilitative Services. The services are to be distinguished from in-school curriculum or other services provided by Richmond Public Schools. Also provide vocational rehabilitative services on the basis of the "Order of Selection" System to those individuals determined to be eligible. At a time when there is a reduction in case service funds, cases will be served according to the following priority category.

Priority Category I	SSDI Clients
Priority Category II	SSI Clients
Priority Category III	Other Severely Disabled Clients
Priority Category IV	Non Severely Disabled Clients with Potential for Competitive Employment
Priority Category V	Non Severely Disabled Clients with no Potential for Competitive Employment.

3. Employ or assign, with the approval of Richmond Public Schools, vocational rehabilitation staff, to each program contingent upon the availability of funds and/or programmatic needs.

4. Accept referrals of disabled youth for evaluation.

5. Determine the eligibility of individuals to receive vocational rehabilitation services.

6. Continue services to those students after graduation or completion of jointly sponsored in-school programs including additional training, placement, and follow-up as needed.

7. Provide assistance in preparing individual education programs for mutual clients.

B. RICHMOND PUBLIC SCHOOLS AGREES TO:

1. Cooperatively participate in the establishment and/or maintenance of cooperative program(s) that meet the standards as established by the Division of Vocational and Continuing Education and the Department of Rehabilitative Services.

2. Designate teacher(s) who meet the standards as specified by the Department of Education and cooperatively agreed to by the participating agencies.

3. Maintain appropriate records and accounts and submit reports as required.

4. Determine the eligibility of students for Special Education services and refer all students 16 through 21 with a disability to the Department of Rehabilitative Services for the purpose of providing additional services.

5. Arrange for psychological testing and counseling for the disabled in the program when such services are available.

6. Arrange for counseling of parents of pupils in the program.

7. Make available individual records of students, who have been referred or who are participating in the program, to the Department of Rehabilitative Services professional staff.

8. Coordinate the services of Vocational Education, Special Education, and Rehabilitative Services within the local school division.

9. Plan and implement an in-service training program for teachers, counselors, and supervisors who will be involved in the cooperative program.

10. Operate a training facility at the Richmond Career Education Center for eligible Rehabilitative Services clients and the educable mentally retarded. Rehabilitative Services clients will maintain priority of spaces in the program.

V. PROGRAM OBJECTIVES

The program staff shall render services to all disabled youth declared eligible for rehabilitation services in accordance with the policy and procedures established by Richmond Public Schools and the Department of Rehabilitative services.

A. To jointly plan and conduct appropriate programs of orientation and training for program and related staff, thereby creating a favorable climate for vocational rehabilitation throughout the School System and prepare each staff member having contact with students for his role in the Rehabilitative Services program.

B. During the production year of 1980-81, it is anticipated that the two intake caseloads would process approximately 360 new referrals. It is also projected that during the year 1980-81, approximately 1,500 cases will be served with various services from a thorough evaluation to counseling, training, placement, and follow-up.

C. During the year 1980-81, it is anticipated that at least 187 cases will be placed into successful employment. Of these 187 cases, it is projected that at least 56 will be severely disabled.

D. To work with the staff to increase the percentage of severely disabled clients being served.

E. Staff members of the School System and the Department will jointly seek new community resources for providing appropriate services to clients, thereby fully utilizing all similar benefits which might be available to individuals in the program.

F. To work with the Richmond Career Education Center curriculum specialist and other Richmond Public Schools staff to assess the training offerings at R.C.E.C. and develop data for additional changes in these areas.

VI. EVALUATION COMPONENT

The program will be evaluated on the basis of the goals and objectives stated in this Cooperative Agreement particularly as related to: (1) new clients referred, (2) number of clients receiving on-going services, (3) individualized written rehabilitation programs, (4) number of rehabilitations and cases closed successfully working, and (4) the number of severely disabled clients.

These aspects of the program will be jointly reviewed during January, 1981, and July, 1981, by administrative designees of the School System and the Department of Rehabilitative Services.

The following years cooperative agreement should be completed in May of each year. It then willgo into effect on July 1, of that year.

VII. ADMINISTRATION

The Richmond School Program is administered under the Regional Director of the Region III Office and the Director for Vocational and Continuing Education of Richmond Public Schools. The supervision at the Richmond Public School Unit will be the complete responsibility of Robert Maughan, Program Supervisor. This will require the supervisor to be available approximately five hours a week to meet the needs of the Director of Vocational and Continuing Education.

VIII. RECORD KEEPING

Fiscal records will be kept by each agency of expenditures. The fiscal departments of each agency are responsible for fulfilling this vital function. These records must be accessible for auditing and strict confidentiality must be maintained.

Employment and services rendered are to uphold the Title VI of the Civil Rights Act of 1964, and not discriminate against a person due to race, sex, color, or national origin.

All information available to the School System about the referred client will be shared with the Department of Rehabilitative Services program personnel.

IX. A. FACILITIES

Office space will be provided the Department of Rehabilitative Services program staff at the Richmond Career Education Center.

B. UTILITIES

All lights, heating, and air conditioning will be provided by Richmond Public Schools. Temperatures will be kept in accordance with the regulations set by Richmond Public Schools for temperature control. An adequate phone system will be maintained by Richmond Public Schools for local telephone service. Long distance calls will be paid for by the Department of Rehabilitative Services. Postage and Xerox services will be provided by the Department of Rehabilitative Services.

C. EQUIPMENT AND SUPPLIES

Office equipment and supplies will be provided by the Department of Rehabilitative Services. Richmond Public Schools will provide those supplies necessary for maintaining records and correspondence specifically required by the School System.

X. STAFFING

The listed positions are assigned to the Richmond School Program. Percentage of time spent on this program may vary according to priorities and duties assigned by the Department of Rehabilitative Services.

STATE

Positions	No. of Positions
Program Supervisor	1
Rehabilitation Counselor C	1
Rehabilitation Counselor B	7
Vocational Evaluator C	1
Vocational Evaluator B	2
Social Services Aide (Psychometrist)	1
Counselor Aide	1
Clerk-Stenographer C	1
Clerk-Stenographer B	4

CITY

Positions	No. of Positions
Social Worker	1
School Psychologist	2

XI. FUNDING

Each party will be responsible for all costs related to its staff's participation in this program. The Department of Rehabilitative Services will be responsible for the cost of all authorized services to clients.

Listed below are the proposed expenditures by each party from July 1, 1980, through June 30, 1981.

RICHMOND PUBLIC SCHOOLS

Salaries:		
2 Psychologist and 1 Social Worker	$61,617.00	$61,617.00
Other Cost:		
ORT Program	18,000.00	
Travel Expenses for Psychologist and Social Worker	1,100.00	
Other Cost Total		19,100.00
		$80,717.00

DEPARTMENT OF REHABILITATIVE SERVICES

Salaries:		
1 Supervisor, 8 Counselors, 3 Evaluators, 2 Aides and 5 Secretaries	$265,890.00	$265,890.00
Other Cost:		
Case Service	$298,000.00	
Travel	14,000.00	
Rent of Equipment	3,600.00	
Office Supplies	1,100.00	
Repairs	1,200.00	
Postage	3,800.00	
Other Cost Total		317,900.00
TOTAL Cost Department of Rehabilitative Services		$583,790.00

XII. TERMINATION OR AMENDMENT OF CONTRACT

This contract and conditions provided herein may be terminated for cause by either party hereto and the contract shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of involved agencies; or in the event of a reduction of funding of either agency, a service may be modified, curtailed, or terminated upon sixty days written notice to the cooperating agency.

This contract becomes effective July 1, 1980, and will terminate June 30, 1981, subject to renewal with or without amendments. The contract may be amended by mutual consent of parties concerned when and as indicated.

This contract is made in duplicate, each of the parties hereto bearing a copy thereof, which copies shall be deemed as original.

SIGNATURE: ______________________ DATE: 6/17/80
Regional Director, D.R.S.

APPROVED: ______________________ DATE: 6/20/80
Clerk of School Board, R.P.S.

APPROVED: ______________________ DATE: 6/19/80
Commissioner, D.R.S.

Appendix B-8

AGREEMENT OF COOPERATION
between the
ALBEMARLE COUNTY SCHOOL BOARD
and the
VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES
1979-1980

I. PARTIES

The parties of this agreement are the Albemarle County School Board hereinafter known as SCHOOL SYSTEM and the Virginia Department of Rehabilitative Services hereinafter known as DEPARTMENT with the Rehabilitative Services program hereinafter known as PROGRAM.

The SCHOOL SYSTEM and DEPARTMENT have, for many years, enjoyed an effective cooperative program which has served to assist students who are in need of and eligible for vocational rehabilitation services.

II. AUTHORITY

Federal Law (P.L. 93-112), as amended Section 1361.11 and Section 1361.131 Code of Virginia, Chapter 15.1, Section 22-330.1 through 22-330.11 Virginia Department of Rehabilitative Services Annual State Plan other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of this agreement is to provide appropriate vocational rehabiltation services to disabled students enrolled in the SCHOOL SYSTEM at the secondary level who meet the eligibility requirements of the DEPARTMENT. The ultimate objective of this joint effort is to assist in the vocational rehabilitation of those physically, mentally and emotionally handicapped students sixteen years of age and older who have potential for employment.

IV. PROGRAM RATIONALE

It is believed that the cooperative agreement between the SCHOOL SYSTEM and the DEPARTMENT is essential in coordinating services to disabled youths and in preventing unnecessary duplication of services through this cooperation and communication. More importantly, it is believed that the vocational rehabilitation of an individual involves all aspects of the individuals life, and therefore, a coordinated rehabilitation plan between the individual and those professionals working with him would be beneficial. It follows that a vocational rehabilitation plan which incorporates vocational preparation with normal school experiences could be essential prerequisites for satisfactory employment.

V. ELIGIBILITY

In order for an individual to be eligible to participate in the educational-vocational rehabilitation program, he must meet the three criteria established by the DEPARTMENT.

1. A substantial disability must exist.

2. The limitations caused by the disability must constitute a vocational handicap.

3. A reasonable expectation must exist that after rehabilitation services the youth will be able to benefit in terms of potential employability. Additionally, to be eligible for services under this program, the youth must be a resident of Albemarle County between the ages of 16 and 21.

The DEPARTMENT complies fully with all of the provisions of Title VI of the Civil Rights Act of 1964. This Act provides that equal services shall be available to eligible citizens regardless of race, sex, color, religion, or national origin.

VI. DISABILITIES SERVED

Specifically, individuals with the following disabilities will be served:

1. Mental retardation which manifests itself in subnormal intellectual functioning, a slow rate of learning, and inadequate adjustment to the environment.

2. Mental and Emotional Disorders including psychosis and psychoneurosis.

3. Physical disabilities which include a variety of conditions which are diagnosed by a physician, and certified as vocational handicapping by the Rehabilitation counselor.

VII. PROGRAM GOALS

1. To continue the cooperation between the SCHOOL SYSTEM and the DEPARTMENT by pooling resources to insure the maximum value of each program for the vocationally handicapped youth of this area.

2. To utilize fully the existing educationally, prevocational, vocational, and special services available in the dual PROGRAMS to develop and implement a realistic vocational plan with each individual disabled youth. Appropriate medical, psychological, and psychiatric services in the

community also will be utilized as needed in addition to exploration of other community human service resources which may provide beneficial services in an individual's rehabilitation plan.

3. To provide a continuation of services for disabled youth from the point of entry into the cooperative PROGRAM until successful adjustment in the community and satisfactory job placement can be obtained by the individual.

4. To continue to develop and encourage community awareness and participation in programs designed to assist the vocationally handicapped youth.

5. To continually evaluate and improve both the Albemarle County School curriculum and the Rehabilitative Services Program to insure the achievement of the above described goals.

6. To jointly plan and conduct appropriate programs of orientation and training for a program and related staff thereby creating a favorable climate for rehabilitation throughout the SCHOOL SYSTEM and prepare each staff member having contact with students for his role in the rehabilitation program.

7. To develop and implement systems and procedures which will result in the early referral of mentally and physically disabled students to the program.

8. During fiscal year 1979-80 it is projected that a minimum of 120 clients will be provided various services from vocational, medical, and psychological evaluations to counseling, physical restoration, training, job placement, and employment follow up.

9. It is anticipated that 40 clients will become successfully rehabilitated during the fiscal year 1979-80. Of the projected 40 clients successfully employed at least 10 will be severely disabled.

10. Staff members of the SCHOOL SYSTEM and the DEPARTMENT will jointly seek new community resources for providing appropriate services to clients.

11. To insure that available resources are utilized to achieve maximum efficiency the following objective is set forth:

    a. The mean case service cost per accepted case closure (status 26, 28, or 30) where case service cost to the unit budget was involved was $104.80 for fiscal year 1979.

The objective for fiscal year 1980 is $130.00 per client. With the favorable outlook of additional resources with inflationary cost of rehabilitation services will be held to a minimum.

12. To insure that clients closed are placed in gainful employment suitable to their capabilities the following objectives are set forth:

    a. The mean weekly earning at closure of all rehabilitated clients was $114.11 for the fiscal year 1979. The mean weekly earning was $0.00 for the week prior to referral to the rehabilitation unit.

       The objective for weekly earnings at closure for the coming fiscal year 1980 is $120.00 per week.

    b. The percent of those clients who were placed in employment within the job family area in which they received training was 22% in fiscal year 1979.

       During fiscal year 1980 the objective is to place 22% of the clients within the same job family in which they receive training.

VIII. EVALUATION COMPONENT

The program will be evaluated on the basis of the goals and objectives stated in this Inter-Agency Cooperative Agreement particularly as related to: (1) forty new clients referred, (2) one-hundred twenty clients receiving on-going service, (3) thirty eight Individual Written Rehabilitation Programs developed, (4) forty rehabilitated clients closed successfully working, and (5) twenty five percent of these will be jointly reviewed during January 1980 and July 1980 by Administrative designates of the SCHOOL SYSTEM and DEPARTMENT.

The program and all matters pertaining to its operation shall be in accordance with the law, regulations, policies, rules and procedures of the SCHOOL SYSTEM and the DEPARTMENT. Within this framework the procedures which have been developed jointly shall be maintained and strengthened which establishes control and supervision of the administrative policies of the program.

The Program Supervisor of the DEPARTMENT shall keep appropriate records and submit such reports as may be determined necessary to the Superintendent of the SCHOOL SYSTEM and the Administrative Head of the DEPARTMENT.

Client records shall be maintained so as to provide proper accessibility to authorized persons, subject to the rules of confidentiality and the protection of Civil Rights.

X. PROGRAM AND SPECIFIC SERVICES PROVIDED

1. The SCHOOL SYSTEM and the DEPARTMENT will plan and conduct appropriate orientation and training programs for staff members to achieve the following major goals:

    a. An awareness by the staff of the SCHOOL SYSTEM and the DEPARTMENT of the programs available through the cooperative PROGRAM.

    b. The creation of a favorable climate for rehabilitation through the cooperative PROGRAM.

2. The SCHOOL SYSTEM and the DEPARTMENT will utilize to the fullest extent all community human service resources and employment resources for the benefit of the youths being served.

3. The cooperative PROGRAM will continue to consist of two types of activities and services:

    a. Educational Activities

    b. Vocational Rehabilitation Services

    Specific responsibilities for services to be provided are as follows:

XI. ALBEMARLE COUNTY SCHOOL SYSTEM

1. The SCHOOL SYSTEM will continue to provide for the operation and further development of the educational program and for additional academic and related services which are traditionally and legally a function of the SCHOOL SYSTEM.

    a. The SCHOOL SYSTEM will continue to provide programs which would be of special benefit to disabled youths, such as special educational programs, work-study programs, home arts, industrial arts, distributive education, vocational-technical classes, and other alternative approached to traditional programs.

    b. The SCHOOL SYSTEM will be responsible for financing this program from public school funds. This funding includes such things as educational supplies and equipment, hiring of qualified personnel, classroom facilities, etc. The program will be entirely under the jurisdiction of public school officials.

2. The SCHOOL SYSTEM will continue to implement the procedure of early referral to the cooperative PROGRAM of all students considered to meet the eligibility requirements for DEPARTMENT services.

XII. THE DEPARTMENT OF REHABILITATIVE SERVICES

1. The services provided to eligible individuals by the DEPARTMENT will be provided either by appropriate DEPARTMENT personnel or when applicable by purchasing these services from qualified sources. The basic services include:

   a. Diagnostic services to determine extent of disability or disabilities and work capacity.

   b. Individual counseling and guidance to aid in the selection and realization of a suitable job objective.

   c. Medical, surgical, and hospital care to reduce or remove the disability.*

   d. Artificial appliances such as limbs, hearing aids, and braces if they will increase work capacity.*

   e. Maintenance and transportation, if necessary, while disabled person is undergoing treatment or training.

   f. Necessary tools and equipment to get an individual started in employment.*

   g. Placement in suitable work.

   h. Follow-up after placement to make sure that the work and the job are properly matched.

   i. Provide assistance in preparing individual educational programs for mutual clients.

*Provided from Agency funds only if client is unable to pay. (Diagnostic services, guidance and counseling, job placement, supervision, and follow-up will be provided to all Department clients; other services are provided by the DEPARTMENT to those clients who meet financial eligibility requirements.)

XIII. TERMINATION OR AMENDMENT OF CONTRACT

This contract and conditions provided hereunder may be terminated for cause by either party hereto, and the agreement shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of involved agencies. This contract will be effective from October 1, 1979 through September 30, 1980. In the future, the contract will be reviewed and discussed by both parties and if not approved by both by July 1 will terminate on September 30 of that year. The contract may be amended by mutual consent of parties concerned when and as indicated.

This contract is made in duplicate, each of the parties hereto bearing a copy thereof, which copies shall be deemed an original.

SIGNATURE:____DATE:_________
Clarence McClure
Superintendent
Albemarle County Schools

SIGNATURE:____DATE:_________
Alfred W. Good
Area Supervisor
Virginia Department of
Rehabilitative Services

SIGNATURE:____DATE:_________
Claude A. Reed, Jr.
Regional Director
Virginia Department of
Rehabilitative Services

Appendix B-9

Greenville Agreement

Interagency Cooperative Service Agreements

Provide copies of the agreements between the local school division and the following agencies:

1. Department of Rehabilitative Services
2. Local Mental Health and Mental Retardation Services Board
3. Local Social Services Department
4. Local Health Department
5. Juvenile Courts

AGREEMENT OF COOPERATION

between

THE DEPARTMENT OF REHABILITATIVE SERVICES

and the

GREENSVILLE COUNTY PUBLIC SCHOOLS
Emporia, VA 23847

1981-82

I. PARTIES

The parties of this agreement are the Greensville County Public Schools hereinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II. AUTHORITY

Federal Law (P.L. 93-112, as amended Section 1361.11 and Section 136.131) Code of Virginia; Chapter 15.1 Section 22-330.1 through 22-30.11 Virginia Department of Rehabilitative Services Annual State Plan other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of this agreement is to continue providing appropriate vocational rehabilitation services to disabled students enrolled in the School System who meet the eligibility requirements of the Department. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services needed by ALL Disabled Students

1. Counseling services (to include parent/family, staff, and community counseling).

2. Work adjustment training (to include job readiness and social skill training).
3. Appropriate vocational training options (to include modification of existing training models).
4. Transportation of community based work training sites.
5. Job development, placement, and follow-up services.
6. To develop a Community Job Bank.
7. Service options for early leavers.

B. Services needed by special categories of Handicapped students

1. Trainable Mentally Retarded
    a. Appropriate assessment techniques including psychologicals, sociologicals, educational, and physical.
    b. Additional sheltered and non-sheltered employment positions.
2. Physically Handicapped
    a. Modification of community barriers (to include barriers to public transportation).
    b. Early referral to DRS services.
    c. Physical restoration.

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The SCHOOL SYSTEM will:

1. Guidance counselors at Jr. and Sr. High Schools will serve as designees for general education.
2. The Special Education Supervisor will serve as one contact person for all special education students.
3. Meetings between DRS representative will be established as needed.
4. Provide space for counseling sessions between DRS and a client.
5. Provide initial contact with family and student (letter, telephone, etc.).
6. Arrange initial meeting between DRS and parent/guardian or student if appropriate.

7. Provide general information to community regarding DRS.
8. Provide appropriate psychological, social, educational, speech, and specific medical assessment in accordance with student's IEP.
9. Provide academic, pre-vocational, and vocational instructions.
10. Develop work study opportunities for certain special education students who qualify for Educable Mentally Retarded Resource Model Program.
11. Provide counseling for academic, personal and vocational adjustment for special education students.

B. The Department of Rehabilitative Services will: (note-- when DRS funds are to be used the Priority of Selection Criteria currently in effect will apply).

1. Once introduced to parent or guardian, obtain release of information signature.
2. Respond promptly when referrals from school systems are made.
3. Provide feed-back to the school contact regarding services rendered to each client.
4. Provide in-put in the development of IEP's and IWRP's if needed for each special education student/DRS client.
5. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
6. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected the DRS will provide services prior to the senior year (in any case, DRS involvement will not be prior to age 16).
7. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
8. Provide vocational counseling and guidance.

9. Provide job development and job placement in concert with the school system.
10. Provide physical and mental restoration.
11. Provide work study support, occupational tools and transportation to job training sites.
12. Provide post employment services.
13. Provide transportation for vocational rehabilitation services.
14. Provide full range VR services once student has terminated or graduated from the school system.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.

B. The Department will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes:
    - a. Diagnostic information.
    - b. Vocational guidance and counseling.
    - c. Vocational testing.
    - d. Physical and mental restoration.
    - e. Work adjustment and vocational training.
    - f. Job development and placement.
    - g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is very important that the SCHOOL SYSTEM and the DEPARTMENT both learn how the services that are available and the operational procedures should be followed for each agency. There should be annual in-service training workshop to enhance the coordination and cooperation between the two agencies.

A. The DEPARTMENT will:

1. Include as part of their in-service training to schools:
    a. Information concerning work adjustment techniques.
    b. Criteria for acceptance of a client for rehabilitative services.
    c. Types of services available.
    d. Mechanics of referral process.
    e. The IWRP.

B. The school will provide to the department staff information to include:

1. Services provided by Greensville County Public Schools.
2. Time line for providing services.
3. IEP (Individual Educational Program).
4. Diversity of school settings.
5. Greensville County Public School Organization

VIII. SUMMARY

This agreement is set forth to provide information to both the rehabilitative services staff and the Greensville County Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals, and providing services to clients eligible for special education and vocational rehabilitation. It also gives us staff guidance in how we should operate on a day-to-day basis.

XI. EVALUATION

This agreement will be evaluated when either party requests an evaluation or at the end of the period of time covered by this agreement and previous to renewal. Each agency will designate an individual to carry out evaluations when needed.

X. TERMINATION

This condition may be terminated for cause by either party hereto and the contract shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of involved agencies; or in the event of a reduction of funding of either agency, a service may be modified, curtailed, or terminated upon sixty days written notice to the cooperating agency.

This contract becomes effective July 1, 1981, and will terminate June 30, 1982, subject to renewal with or without amendments. This contract will be reviewed and evaluated annually and may be amended by mutual consent of parties concerned in accordance with the contract's aforementioned conditions.

This contract is made in duplicate, each of the parties hereto bearing a copy thereof which copies shall be deemed an original.

SIGNATURE:______________________________ DATE:______________
Regional Director, DRS

SIGNATURE:______________________________ DATE:______________
Sup't of Greensville Co. Schools

Appendix B-10

VIRGINIA INTERAGENCY AGREEMENT
WORKSHOP AGENDA

Thursday, May 28

11:00 - 12:00	Registration	
12:00 - 1:00	LUNCH	
1:00 - 2:00	Welcome	Dr. Melvin H. Garner Administrative Director Vocational & Adult Education
	Overview of Statewide Interagency Efforts	Mr. James T. Micklem Director of Special Education Programs & Pupil Personnel Services
	Introductions (a) State Staff (b) Wisconsin Team (c) Local Team	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped
2:00 - 3:00	Virginia's Team Overview of Virginia's Model Linkage Agreements	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped
3:00 - 3:15	BREAK	
3:15 - 4:15	Wisconsin's Team Overview of the National Interagency Agreement	Dr. Lloyd Tindall Project Director Wisconsin Vocational Studies Center
4:15 - 4:45	Questions and Answers	
5:30 - 6:45	DINNER	House of Beef
7:00 - 8:30	Local Team Meeting	
	(1) Lynchburg City	Mr. David Moseley, Team Leader Vocational Director
	(2) Richmond City	Dr. Edward Cooke Team Leader Vocational Director

	(3) Albemarle County	Mr. Howard Collins Team Leader Vocational Director
	(4) Greensville County	Mr. McKinley Tucker Team Leader Vocational Director

Friday, May 29

8:30 - 9:15	Lynchburg City Local Agreement	Mr. David Moseley Team Leader Vocational Director
9:15 - 10:00	Richmond City Local Agreement	Dr. Edward Cooke Team Leader Vocational Director
10:00 - 10:15	BREAK	
10:15 - 11:00	Albemarle County Local Agreement	Mr. Howard Collins Team Leader Vocational Director
11:00 - 11:45	Greensville County Local Agreement	Mr. McKinley Tucker Team Leader Vocational Director
11:45 - 12:00	SUMMARY	
12:00 - 12:30	Remarks and Wrap-up	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped

Appendix B-11

Participants of Linkage Workshop
Richmond, Virginia
May 28-29, 1981

Dewey Oakley
Vocational Education
State Dept. of Education
Richmond, Virginia

Pat White
Special Education
State Dept. of Education
Richmond, Virginia

Vance Horne
Vocational Education
State Dept. of Education
Richmond, Virginia

Howard Greene
Rehabilitation
State Dept. of Education
Richmond, Virginia

Norma Pickeral
Special Education
1829 Hillsdale Road
Lynchberg, Virginia 24501

Polly Cassady
Special Education
Rt. 5, Box 445
Bedford, VA 24523

Nancy Robertson
Rehabilitation
238 Kirkley Circle
Forest, Virginia 24551

David Moseley
Vocational Education
Rt. 4, Box 144
Madison Heights, Virginia 24572

Howard Collins
Vocational Education
RFD 11, Box 1
Charlottesville, Virginia 22901

Travis Brown
2923 Idlewood Drive
Charlottesville, Virginia 22901

Les Jones
Special Education
State Dept. of Education
Richmond, Virginia

Carolyn Maddy-Bernstein
Guidance
Rt. 5, Box 55
Christiansburg, Virginia 24073

Roslyn Walker
Guidance
Richmond, Virginia

McKinley Tucker
Vocational Education
P.O. Box 130X 1156
Emperia, Virginia 73841

Willie Curley
Rehabilitation
207 South Main Street
Franklin, Virginia 23851

Robert Mouden
Rehabilitation
Richmond, Virginia

Irene Bolton
Special Education
State Dept. of Education
Richmond, Virginia

Francis Bailey
Guidance
Rt. 2, Box 580
Emporia, Virginia 23847

Doris DeVries
Vocational Education
State Dept. of Education
57 Locust Avenue
Hampton, Virginia 23661

Lloyd Tindall
Project Associate
Wisconsin Voc. Studies Ctr.
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706

John Gugerty
Project Specialist
Wisconsin Voc. Studies Ctr.
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706

Carol Crowley
Project Specialist
Wisconsin Voc. Studies Ctr.
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706

Appendix C-1

MARYLAND STATE DEPARTMENT OF EDUCATION
COOPERATIVE PLANNING FOR THE HANDICAPPED: RESOURCE MANUAL

SUGGESTED CHANGES

Directions: Each LEA is requested to make a joint response on this form regarding the useability of the resource manual. Please send your comments by January 15, 1981 to:

Mrs. Joan C. Maynard, Chief
Program Development & Assistance Branch
Division of Special Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Chapter One - Federal Mandates

a) Useful features

b) Suggested additions or changes

Chapter Two - Cooperative Agreements

a) Useful features

b) Suggested additions or changes

Chapter Three - Relating State and Local Services

a) Useful features

b) Suggested additions or changes

Chapter Four - Service Delivery at the Local Level

a) Useful features

b) Suggested additions or changes

Chapter Five - Career and Vocational Program Delivery

a) Useful features

b) Suggested additions or changes

Chapter Six - Monitoring and Evaluation

a) Useful features

b) Suggested additions or changes

Appendix

a) Useful features

b) Suggested additions or changes

Appendix C-2

COOPERATIVE AGREEMENT BETWEEN THE MONTGOMERY COUNTY PUBLIC SCHOOLS (MCPS), SPECIFICALLY THE DIVISION OF CAREER AND VOCATIONAL EDUCATION, OFFICE FOR INSTRUCTION AND PROGRAM DEVELOPMENT (CVE/OIPD): THE OFFICE OF CONTINUUM EDUCATION (OCE): AND THE MARYLAND STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL REHABILITATION (DVR).

I. PREAMBLE

It is the philosophy of the Maryland State Department of Education (MSDE) that all handicapped children are entitled to a free appropriate public education, including vocational education when deemed appropriate. To this end, MCPS (specifically the Division of Career and Vocational Education, Office for Instruction and Program Development; and the Office of Continuum Education) and the Washington Suburban region of Vocational Rehabilitation are committed to develop cooperatively a comprehensive system of vocational education and services for handicapped students in keeping with P.L. 94-142, P.L. 94-482, and P.L. 93-112, as amended.

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of Continuum Education, Career and Vocational Education, and Vocational Rehabilitation. The cornerstone of this process is an integrated service delivery system as set forth in this Agreement, which is based upon mutual commitment to a philosophy of placement of handicapped persons in the least restrictive environment and a commitment of the provision of coordinated services for the handicapped. Therefore, it is hereby agreed that the Washington Suburban Region of Vocational Rehabilitation, CVE/OIPD, and OCE of the Montgomery County Public Schools continue to cooperate in the development of programs designed to provide assessment and educational services, vocational training, and job placement for the handicapped. In so doing, CVE/OIPD and OCE and the Region agree to work together to provide the best possible services to handicapped persons by:

A. Developing and implementing vocational programs and services for handicapped persons.

B. Assuring that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Maryland Special Education Bylaw 13.04.01, the Vocational Education Amendments (P.L. 94-482), and the Rehabilitation Act of 1973, as amended, receive appropriate services for which they are eligible.

C. Assuring that the rights of handicapped persons are protected in compliance with Title V (Section 504) of the Rehabilitation Act of 1973.

II. SERVICE DELIVERY

The delivery of appropriate vocational education and rehabilitation services to handicapped individuals is the ultimate goal of Montgomery County Public Schools and the Division of Vocational Rehabilitation. To this end, CVE/OIPD, OCE, and DVR agree to collaborate in the development of their annual state plans. The acceptance of these plans will be indicated by the signature of the designated representative of each unit.

A. Office of Continuum Education (OCE), Montgomery County Public Schools

1. OCE, in collaboration with the other units, will develop guidelines to assure that handicapped students will be provided with the following:
   a. Instruction in prerequisite personal adjustment skills
   b. Instruction in needed prevocational skills
   c. Use of the ARD process for determining an appropriate vocational education program placement
   d. Delivery of services in keeping with the student's IEP, developed in accordance with Bylaw 13.04.01 and indicating DVR involvement and/or transition services by DVR, where appropriate
2. OCE will involve CVE and DVR staff in the ARD process and in IEP development, as needed.
3. OCE will provide training and technical assistance to their own personnel and to DVR and DVE personnel, as appropriate, in an effort to facilitate the delivery of vocational education services to the handicapped.
4. OCE recognizes the appropriateness of using 94-142 funds for the provision of services related to vocational education for the handicapped as long as the proposed expenditures are in keeping with the priorities enumerated in P.L. 94-142.
5. OCE will collaborate with CVE in the development of projects for the use of Part B funds to assure that the projects are designed to meet the vocational needs of handicapped MCPS' secondary students. Project information will be shared with DVR for planning purposes.
6. OCE, in cooperation with CVE, will monitor the delivery of vocational education services to the handicapped. Information gained from this activity will be shared with OCE, CVE, and DVR staff so that identified problems can be addressed jointly.

B. Division of Career and Vocational Education (CVE), Montgomery County Public Schools

1. CVE funds for the handicapped will be provided to support secondary level special education students in regular or specially designed vocational education programs to meet the unique needs of handicapped students. Special needs funds as appropriated may also be used to support postsecondary and adult vocational programs for the handicapped and special vocational education programs.
2. CVE will use vocational set-aside funds for the handicapped to assign staff to vocational support service teams to assist handicapped persons to achieve the objectives and competencies of the vocational education program.
3. CVE will cooperate with OCE in developing projects involving handicapped students to assure that the programs are consistent with the Special Education Comprehensive Plan and are designed to meet the specific vocational needs of handicapped students within MCPS. Project information will be shared with the DVR for planning purposes.
4. CVE and DVR staff will cooperate with adult education staff to develop long-range and annual plans and program proposals for postsecondary and adult vocational programs for the handicapped.
5. CVE staff will participate, as needed, in the ARD process and in the development of the IEP, when vocational education is deemed appropriate.
6. CVE will provide training and technical assistance to its own personnel and to DVR and OCE personnel, as appropriate, to facilitate the delivery of vocational services to the handicapped.

C. Division of Vocational Rehabilitation (DVR), Washington Suburban Region

1. DVR will accept the responsibility for providing rehabilitation services for eligible handicapped persons age sixteen and over who have voluntarily withdrawn from school and who have been referred to DVR by MCPS personnel. In every instance, DVR will determine if the individual is interested in returning to school. If appropriate, DVR will confer with MCPS staff in an attempt to follow established procedures for program placement.
2. DVR will be responsible for the coordination of training and placement services of eligible handicapped persons who have graduated and completed or teriminated a public school program.

3. DVR, in cooperation with MCPS, will develop policies and procedures to initiate the provision of vocational rehabilitation services by or during the last year of school to eligible handicapped students. Generally, these students will be maintained in MCPS vocational programs but will be carried on the DVR case load, which qualifies them for appropriate support services, e.g., medical services and counseling through Vocational Rehabilitation.
4. DVR staff will participate in the ARD process and in the IEP development, as needed.
5. DVR will share its local annual plan or local annual goals and objectives with OCE and CVE.

It is agreed that each cooperating unit will designate personnel who will be responsible for coordinating, planning and program development, rendering in-service training, developing in-service training materials, and providing technical assistance to MCPS and DVR personnel.

In accordance with the established procedures, this agreement will be distributed to appropriate individuals within the Montgomery County Public Schools and to regional supervisors of Vocational Rehabilitation.

This agreement will be reviewed two years after it becomes effective and thereafter every three years. However, any party to this agreement may call a meeting of OCE, CVE, and DVR at a mutually convenient time to discuss amending this agreement.

Associate Superintendent for Continuum Education

By ____

Date ____

Associate Superintendent for Instruction and Program Development

By ____

Date ____

Director of Division of Career and Vocational Education

By ____

Date ____

Division of Vocational Rehabilitation

By ____

Date ____